










Year 5 Summer 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Transferrable Skills Athletics	
Science 	Space	<ul style="list-style-type: none"> Describe the geocentric and heliocentric models. Name and describe the shape of celestial bodies. Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits. Describe the orbit of the Moon around the Earth and its phases. Explain how day and night occur. Explain how the seasons occur. Explain how a sundial works. List some of the uses of satellites and explain why space junk poses a problem to them. <p>Working Scientifically</p> <ul style="list-style-type: none"> Pose and identify testable questions about the movement of the celestial bodies in our Solar System. Use a model to represent the Solar System. Design and draw a table to record data on moons. Accurately draw day and night and seasons diagrams. Calibrate a sundial using a compass and torch and use it to measure time. Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future.
RE 	Pilgrimage	<ul style="list-style-type: none"> I can describe clearly, in simple terms, the meaning of the concept of a special journey/pilgrimage. I can begin to express ideas about the benefits of pilgrimage within Christianity. I can retell the key parts of Christianity in relation to pilgrimage. I can begin to identify why pilgrimage is important for Christians. I can compare similarities and differences with my views on pilgrimage and Christianity. I can express my view on the importance/value of a special journey/pilgrimage. I can identify the importance of pilgrimage to the world around me. I can express whether an understanding of the concept of pilgrimage is important to me and why I think it might be important to others. I can describe simple examples of how responses to the concept of pilgrimage relates to my own life and the lives of others.
PSHE 	Relationships:	<ul style="list-style-type: none"> I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. I can explain how it may feel in a person's mind and body when they are uncomfortable and how to safely respond. I can identify who to talk to if I am concerned about unwanted physical contact. <p>Living in the wider world:</p> <ul style="list-style-type: none"> I can explain what a gender stereotype is and give an example. I can identify how to safely challenge a stereotype. <p>Health and wellbeing:</p> <ul style="list-style-type: none"> I can identify when situations are becoming risky, unsafe or an emergency. I can differentiate between positive risk tasking and dangerous behaviour. I can identify how to respond in an emergency, including when and how to contact different emergency services. I can explain how to deal with common injuries using basic first aid techniques.

<p>DT</p> 	<p>Bridges</p>	<ul style="list-style-type: none"> • I can explain who Isambard Kingdom Brunel was and why he is important. • I can explain what is meant by civil engineering and give examples of how they help society. • I can explain what is meant by dead and live load. • I can explain why compression, tension and bending are important to consider with bridges. • I can identify beam, arch and truss bridges. • I can suggest which type of bridge could be built to solve a problem and why. • I can identify stronger and weaker supporting shapes. • I can recognise that supporting shapes can increase the strength of a bridge so it can hold more weight. • I can follow instructions to create a bridge prototype. • I can measure my materials accurately • I can saw beams to an accurate correct size. • I can join my pieces together safely using hot glue. • I can smooth down rough edges with sandpaper. • I can evaluate the effectiveness of my bridge against a set of criteria.
<p>Geography</p> 	<p>Urban Environments North and South America</p>	<ul style="list-style-type: none"> • I can use different tools including maps and globes to locate the equator and the tropics of Cancer and Capricorn. • I know the names of and can locate several countries in South America and North America. • I can explain the link between physical and human geography when it comes to human settlements. • I can explain differences between the urban populations in North and South America • I can give examples of different human geographical features such as population, economy, and life expectancy. • I can explain how a slum develops and give examples of what living there might be like. • I can give reasons why people live in slums. • I can explain similarities and differences between two urban environments with high levels of poverty. • I can give examples of the challenges faced by people living in slums • I can explain why there are more people living in slums in South America than North America.
<p>Computing</p> 	<p>Digital Literacy:</p> <ul style="list-style-type: none"> • I know how what an email is • I know how to use email to communicate • I can use email safely and responsibly • I can communicate with another person using email • I know that email can be used to collect personal information <p>Computer Science:</p> <ul style="list-style-type: none"> • I know what a condition is • I can identify a condition in an algorithm • I can modify a condition in an algorithm • I know and can explain what a condition is in programming • I can identify 'if...then...else' is a condition used in programming • I know what a condition block is • I can write an algorithm using 'if...then...else' 	
<p>Music</p> 	<p>Time Traveller</p>	<ul style="list-style-type: none"> • I understand how simple chords (triads) are formed and how they can be major or minor. • I understand that scales are sets of notes e.g. Blues scale, raga, modes • I know and recognise different structures used by composers and genres. • I understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band • I understand how texture can be used for a purpose. • I understand how textures can be contrasted for effect

		<ul style="list-style-type: none"> • I know a wider range of notation and the meaning of flats and sharps • I can sing part-songs and simple harmony lines with an awareness of how the part fits with others. • I can read and perform from a range of different notations • I can create and refine musical improvisations with awareness of musical structure • I can listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
<p>French</p> 	<p>Les Romains</p>	<ul style="list-style-type: none"> • I can understand the key facts of the history of Ancient Rome and recount them simply in French. • I can name some or all of the most famous Roman inventions in French. • I can write a diary of a life as a rich and / or poor child in Roman times, including the use of the negative form in French. • I can improve my decoding skills, building up my use of language learning strategies, gradually understanding more and more of what I hear and read. • - I can improve my written and spoken French by writing a sequence of sentences, including the accurate use of the negative form.