






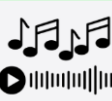



## Year 5 Summer 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
<b>PE</b> 	Net and Wall  Striking and Fielding	
<b>Science</b> 	Space	<ul style="list-style-type: none"> <li>Describe the geocentric and heliocentric models.</li> <li>Name and describe the shape of celestial bodies.</li> <li>Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits.</li> <li>Describe the orbit of the Moon around the Earth and its phases.</li> <li>Explain how day and night occur.</li> <li>Explain how the seasons occur.</li> <li>Explain how a sundial works.</li> <li>List some of the uses of satellites and explain why space junk poses a problem to them.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Pose and identify testable questions about the movement of the celestial bodies in our Solar System.</li> <li>Use a model to represent the Solar System.</li> <li>Design and draw a table to record data on moons.</li> <li>Accurately draw day and night and seasons diagrams.</li> <li>Calibrate a sundial using a compass and torch and use it to measure time.</li> <li>Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future.</li> </ul>
<b>RE</b> 	Power	<ul style="list-style-type: none"> <li>I can describe clearly, in simple terms, the meaning of the concept of power.</li> <li>I can begin to express ideas about the benefits of power within the Hindu faith and Christianity.</li> <li>I can retell the key parts of the Hindu and Christian beliefs in relation to justice.</li> <li>I can begin to identify why power is important for the Hindus and Christians.</li> <li>I can compare similarities and differences with my views on power with Hindu faith and Christians.</li> <li>I can express my view on the importance/value of power.</li> <li>I can identify the importance of power to the world around me.</li> <li>I can express whether an understanding of the concept of power is important to me and why I think it might be important to others.</li> <li>I can describe simple examples of how responses to the concept of power relates to my own life and the lives of others.</li> </ul>
<b>PSHE</b> 	Relationships:	<ul style="list-style-type: none"> <li>I can explain that everyone should be treated equally.</li> <li>I can explain why it is important to listen and respond respectfully to a wide range of people.</li> </ul> Living in the wider world: <ul style="list-style-type: none"> <li>I can identify how to keep myself safe from fire at home and school.</li> <li>I can explain what a fire hazard is.</li> </ul> Health and wellbeing: <ul style="list-style-type: none"> <li>I can identify ways to boost my mood and improve my emotional wellbeing.</li> <li>I can explain that there is a link between participating in interests, hobbies and community groups and my mental wellbeing.</li> <li>I can identify when CPR may be an appropriate emergency response.</li> <li>I can explain how to provide CPR in an emergency situation.</li> <li>I can identify how to respond in an emergency, including when and how to contact different emergency services.</li> </ul>
<b>Art</b> 	Drawing, Painting and Sculpting	<ul style="list-style-type: none"> <li>I can use shading to create mood and feeling.</li> <li>I can organise line, tone, shape, and colour to represent figures and forms in movement.</li> <li>I can express emotion in art.</li> <li>I can create an accurate print design following a given criteria.</li> </ul>

<p>History</p> 	<p>Queens of Change</p>	<ul style="list-style-type: none"> <li>• I can explain why the British monarchy has been important throughout British history.</li> <li>• I can give examples of the different types of monarchy in the modern world.</li> <li>• I can explain what is meant by turbulent times.</li> <li>• I can give examples of periods of significant change.</li> <li>• I can put specific British monarchs in chronological order.</li> <li>• I can explain which 3 monarchs have had the longest reigns in British history.</li> <li>• I can explain why Queen Elizabeth I, Queen Victoria and Queen Elizabeth II are significant historical figures in Britain.</li> <li>• I can explain how Queen Elizabeth I brought stability to Britain after the reformation.</li> <li>• I can explain how Queen Victoria brought stability to Britain throughout the industrial revolution.</li> <li>• I can explain how Queen Elizabeth II used the technological revolution to connect and stabilise the country.</li> <li>• <b>I can analyse and interpret evidence to answer a historical question and to support my opinions.</b></li> </ul>
<p>Computing</p> 	<p>Digital Literacy:</p> <ul style="list-style-type: none"> <li>• I know what acceptable and unacceptable behaviour means</li> <li>• I know what acceptable and unacceptable behaviour is when using technology</li> <li>• I know what inappropriate behaviour looks like in a range of contexts</li> <li>• I know who to report concerns and inappropriate behaviour to a range of contexts</li> <li>• I know who my trusted adults are in school and outside of school</li> </ul> <p>Computer Science:</p> <ul style="list-style-type: none"> <li>• I understand a variable is something that can be changed</li> <li>• I understand the importance of names variables correctly</li> <li>• I can appropriately choose where to place my variables</li> <li>• I can create a variable to be used in a game</li> <li>• I can enhance my game to better meet its intended purpose.</li> </ul>	
<p>Music</p> 	<p>Time Traveller</p>	<ul style="list-style-type: none"> <li>• I understand how simple chords (triads) are formed and how they can be major or minor.</li> <li>• I understand that scales are sets of notes e.g. Blues scale, raga, modes</li> <li>• I know and recognise different structures used by composers and genres.</li> <li>• I understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band</li> <li>• I understand how texture can be used for a purpose.</li> <li>• I understand how textures can be contrasted for effect</li> <li>• I know a wider range of notation and the meaning of flats and sharps</li> <li>• I can sing part-songs and simple harmony lines with an awareness of how the part fits with others.</li> <li>• I can read and perform from a range of different notations</li> <li>• I can create and refine musical improvisations with awareness of musical structure</li> <li>• I can listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li> </ul>
<p>French</p> 	<p>Chez Moi</p>	<ul style="list-style-type: none"> <li>• I can say and write whether I live in a house or an apartment in French.</li> <li>• I can name up to ten rooms of a house using the correct determiner in French. I can say which rooms I have at home in French, using the structure 'Chez moi il y a ...'.</li> <li>• I can say which rooms I do not have at home in French, using the structure 'Chez moi il n'y a pas de/d'...'.</li> <li>• I can use the conjunction 'et' (and) to link two sentences together in French.</li> <li>• I can use all my new knowledge to describe where I live in French.</li> </ul>