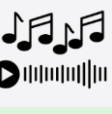


Year 5 Autumn 1 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Gymnastics Invasion Games	
Science 	Properties and Changes of Materials	- I can determine the hardness of different materials and link this to their uses. - I can determine the transparency of different materials and link this to their uses. - I can determine the thermal and electrical conductivity of different materials and link this to their uses. - I can demonstrate reversible and irreversible changes. - I can identify and describe reversible and irreversible changes. Working scientifically: - I can plan and draw a table of results. - I can write a detailed, organised and easy to follow method. - I can write a prediction using what I already know to support me. - I can analyse observations about irreversible and use them to write a conclusion. - I can measure accurately.
RE 	Symbols	- I can describe clearly, in simple terms, the meaning of the concept of symbols. - I can begin to express ideas about the benefits of symbols in the Sikhi faith and Christianity. - I can explain what the Khanda, Ik Onkar and the Cross is. - I can begin to identify why symbols are important for those of the Sikhi faith and Christianity. - I can compare similarities and differences with my views on symbols and those of the Sikhi faith and Christianity. - I can express my view on the importance/value of symbols. - I can identify the importance of symbols in the world around me. - I can express whether an understanding of the concept of symbols 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 symbols relates to my own life and the lives of others.
PSHE 	Relationships: - I can explain how a healthy friendship may make people feel included. - I can identify strategies to help someone feel included. - I can explain how to seek support if I feel excluded or lonely. - I can explain what consent means and why we should respect someone's choice. - I can explain that consent can be given and taken away. - I can identify how consent keeps me safe and why it is important. Living in the wider world: - I can explain ways we can protect the environment. - I can explain why it is important to protect the environment. Health and wellbeing: - I can explain how sleep contributes to a healthy lifestyle. - I can identify healthy sleep strategies and how I would maintain them. - I can explain why a healthy sleep lifestyle would be good for my mental and physical health.	
DT 	Seasonal Cooking	- I can explain what is meant by seasonality and give examples of different fruit and vegetables that are in season in the UK. - I can name some foods which are grown, reared, caught and processed in the UK. - I can explain who Adejoké Bakare is and why she is famous. - I can generate a range of ideas for balanced seasonal soup recipes. - I can develop and refine a recipe. - I can demonstrate good food hygiene and avoid cross-contamination. - I can safely use kitchen equipment, including knives, hobs and mixers. - I can evaluate a range of products based on taste, appearance, texture and smell

Geography 	Rivers	• I can explain the different features of a river. • I can explain how the different features are grouped by the course of the river. • I can recognise the key events that contribute to river flooding. • I can identify the impacts that flooding has upon local people living and working in an area. • I can understand how to read an OS map identifying the key, scale and contour lines. • I can identify up to 6 digit grid references for locations on a map. • I can use my knowledge of rivers to identify the location of pictures where they fit within a river course. • I can explain how waterfalls are formed. • I can create a model of a waterfall and label each part of the waterfall. • I can use scientific equipment to record measurements of rivers including velocity, depth and width.
Computing 		• I can contribute to a class discussion to create e – safety rules • I know how to use technology safely • I know what acceptable and unacceptable behaviour means • I know what inappropriate behaviour looks like in a range of contexts • I know who and how to report concerns and inappropriate behaviour to a range of contexts • I know who my trusted adults are in school and outside of school • I know there are other services the internet can offer • I know how search engines work • I know that search engines rank information they provide • I can explain how information is ranked that a search engine provides • I know what biased means • I know that not all digital content is reliable • I can determine what digital content is reliable
Music 	Sounds of Autumn	• Understand that scales are sets of notes. • Understand how dynamics are used for a purpose. • Know the meaning of flats and sharps. • Sing part-songs and simple harmony lines with an awareness of how the part fits with others. • Create and refine musical improvisations with awareness of musical structure. • Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom. • Pupils can read and perform from a range of different notations. • Select, discuss and refine creative choices. • Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions. • Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
French 	As-tu un animal?	• I can recall 8 common pet names and their determiners in French • I can say, 'I have a pet' in French • I can say which pet I do not have in French • I can say what my pet is called in French • I can read and recognise the nouns for pets in French • I can write simple phrases and sentences about pets in French • I can use simple connectives ('et' and 'mais') in my speech in French