

Year 5 Autumn 2 Foundation Curriculum Overview

Subject	Focus	Sticky Knowledge
PE 	Dance Health and Fitness	
Science 	Unbalanced Forces	Sticky Knowledge - I can describe gravity and its effects. - I can describe the relationship between mass and gravity. - I can describe air resistance and its effects. - I can describe friction and its effects. - I can describe water resistance and its effects. - I can describe the relationship between surface area and air and water resistance. - I can explain how to make an object aerodynamic or streamlined. - I can describe the effects of levers, pulleys and simple machines on movement. Working Scientifically - I can analyse predictions, data and anomalies to write a conclusion. - I can plan a fair test to investigate air resistance. - I can write a method. - I can evaluate a method and judge the degree of trust. - I can design a results table. - I can calculate the mean average from repeat data. - I can draw and annotate a diagram. - I can draw an accurate line graph.
RE 	Celebration (Sikhi)	- I can describe clearly, in simple terms, the meaning of the concept of celebration. - I can begin to express ideas about the benefits of celebration. - I can retell the key parts of the Sikhi faith and celebration. - I can begin to identify why celebration is important for Sikhs. - I can compare similarities and differences with my views on love and Sikhs. - I can express my view on the importance/value of celebration. - I can identify the importance of celebration to the world around me. - I can express whether an understanding of the concept of celebration 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 celebration relates to my own life and the lives of others.
PSHE 	Relationships: - I can explain what peer influence is and how it can make people feel or behave. - I can identify strategies to manage peer influence. - I can explain what discrimination is and identify different types of is. - I can identify online bullying and discrimination and discuss the impact it can have. - I can identify ways to safely challenge discrimination. Living in the wider world: - I can explain what compassion is. - I can identify ways to show compassion towards others	

	Health and wellbeing: • I can recognise how someone may express their individuality. • I can explain why it is important to respect individuality. • I can recognise a personal quality of my own.	
Art 	Study of Great Artists	• I know how to research the work of the specific artists and use their work to replicate a style. • I can ask appropriate questions about a piece of art. • I can comment on ideas and methods of different artists. • I can experiment with a variety of media. • I can use the techniques of the artist, genre or culture.
History 	Ancient Greeks	• I can give examples of reliable evidence sources that historians and archaeologists use to learn about an Ancient Civilisation. • I can explain how the physical geography of Greece impacted the way the Ancient Greek civilisation developed. • I can explain why historians have to use a 'most likely' approach when interpreting visual sources (pots) from Ancient Greece. • I can give examples of what a primary source is and explain why these sources are usually a 'reliable' source. • I can interpret evidence from a primary source and interpret a 'most likely' answer about what this source is telling us. • I can explain the main characteristics of everyday life in Ancient Athens. • I can explain the main characteristics of everyday life in Ancient Sparta. • I can give examples of similarities and differences in how the Ancient Athenians and Ancient Spartans lived. • I can use my research and evidence that I have gathered to explain my historical opinion. • I can explain three different ways the Ancient Greeks changed the world. • I can name three different concepts, ideas or inventions that came from Ancient Greece • I can use my knowledge to suggest how the world might be different today if the Ancient Greeks legacy was different.
Computing 	Digital Literacy I know that online actions can affect my reputation. I can make responsible choices before posting online. I know that digital content can be difficult to remove. Information Technology I know that videos are created for an audience and purpose. I know that filming techniques affect meaning. I know that videos can be edited and improved. I know that planning improves the final product.	
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 	En Classe	• I can recall 12 classroom objects and their determiners in French • I can use possessive pronouns (for my) to replace determiners in French • I can say which classroom objects I do have in French • I can say which classroom objects I do not have in French • I can read and recognise the nouns for classroom objects in French • I can write simple phrases and sentences about classroom objects in French • I can use simple connectives ('et') in my speech in French