

English**Reading (word reading):**

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling

Reading (comprehension):

- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

Writing (composition):

- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.
- Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.
- Draft and write by précising longer passages.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing.
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.
- Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Writing (handwriting):**Number & Place Value:**

I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
I can interpret negative numbers in context, count forwards and backwards with positive .

Number (Addition & subtraction):

I can add and subtract numbers mentally with increasingly large numbers.

I am beginning to check answers to calculations and determine, in the context of a problem, levels of accuracy.

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.

I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Measures:

I can convert between different units of metric measure.

I understand equivalences between metric units and common imperial units, such as inches, pounds and pints.

I can solve one and two step problems involving money, time, mass

<ul style="list-style-type: none"> • Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. • Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task. <p>Writing (spelling):</p> <ul style="list-style-type: none"> • Spell word endings which sound like ‘shus’ spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious • Spell word endings which sound like ‘shil’ spelt -cial or -tial e.g. official, partial. • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency • Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary • Use a thesaurus. <p>Writing (VGP):</p> <ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity. • 	
<p>Science</p> <ul style="list-style-type: none"> • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (*Objective visited previously in Term 2) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Working Scientifically (choose which objectives to focus on; please ensure full coverage over the duration of a year).</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. 	<p>Computing</p> <ul style="list-style-type: none"> • Understand the need to only select age appropriate content • Use filters in search technologies effectively • Use filters in search technologies effectively and appreciates how results are selected and ranked • Use the sensory room and radio room to link cross-curricular learning between coding and other areas.

<ul style="list-style-type: none"> Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
<p>Geography</p> <p>Natural disaster areas and causes of earthquakes and tsunamis</p> <ul style="list-style-type: none"> Understand and use a widening range of geographical terms Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including day and night Identify the physical characteristics and key topographical features of the countries within North America Know and describe where a variety of places are in relation to physical and human features Understand about world weather patterns around the world and relate these climate zones Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences 	<p>Art</p> <ul style="list-style-type: none"> Use a range of media to depict weather extremes. 3D work - Make a volcano
<p>DT Art focus term.</p>	
<p>PSHE (Seal) Say no to bullying</p> <p>See SEAL: Say no to bullying</p>	<p>RE</p> <p><u>Festivals in the Jewish Year</u></p> <p>Why is it important to keep traditions/ customs alive? How do the Festival events help to teach young Jews about their past? What do these festivals show about the Jews’ relationship with God?</p> <p>Concepts to understand:</p> <ul style="list-style-type: none"> Succoth <ul style="list-style-type: none"> Festival of Tabernacles Succoth – temporary shelters Story of the 40 years in the desert Harvest Passover (Pesach) <ul style="list-style-type: none"> Story: Moses and Exodus from Egypt found in the Torah How is it celebrated Symbolism and ritual of the Seder meal Purim <ul style="list-style-type: none"> Story: Esther saves her people

	<ul style="list-style-type: none"> ○ How it's celebrated ○ Ritual story telling and dressing up
<p>Outdoors:</p> <ul style="list-style-type: none"> • To develop our planting techniques. • To gain an understanding of seasonality. • To gain an understanding of different weather/land conditions and how such conditions can affect plant growth. • To be able to use higher level planting terminology. • To know how to plant wheat and what the produce can be used for. • To know how far back in history certain produce goes. 	<p>Activities:</p> <ul style="list-style-type: none"> • Chn to use the outdoors to investigate and measure weather conditions. • Chn to use the outdoors to grow their own volcano plants.
<p>Kitchen</p> <ul style="list-style-type: none"> • Prepare food products taking into account the properties of ingredients and sensory characteristics • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Join and combine food ingredients appropriately e.g. beating, rubbing in • Work safely and hygienically • Show awareness of a healthy diet from an understanding of a balanced diet 	<p>Activities</p> <ul style="list-style-type: none"> • Chn to use the kitchen to prepare a Jewish meal for Shabbat. • Chn to use the kitchen to create their own volcano cakes.
<p>P.E</p> <p>(PPA cover) See scheme of work (Gymnastics reinforcement/development) (Class teacher) See scheme of work (Dance)</p>	
<p>MFL</p> <p>Listening</p> <ul style="list-style-type: none"> • Show that he/she recognises words and phrases heard by responding appropriately • Follow simple instructions and link pictures or actions to language. • When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer simple questions, for example about personal information. • Repeat sentences heard and make simple adaptations to them. • Use mostly accurate pronunciation and speak clearly when addressing an audience. <p>Writing</p>	

- Write single words from memory.
- Use simple adjectives such as colours and sizes to describe things orally.
- Record descriptive sentences using a word bank

Grammar

- Recognise the main word classes e.g nouns, adjectives and verbs.
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.
- Have basic understanding of the usual order of words in sentences in the target language.

Visits:

- Chn to visit a synagogue for RE.