

Mathematics

Place Value

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) and solve a range of problems involving this.

Multiplication and Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

History

Place the time studied on a timeline.

Use dates and terms related to the study unit and passing of time.

Sequence several events or artefacts.

Religious Education

What does it mean if Christians believe God is holy and loving?

Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.

Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.

Show how Christians put their beliefs into practice in worship.

What does it mean to be a Muslim in Britain today?

Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. Describe ways in which Muslim sources of authority guide Muslim living. Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)

Science

Properties of Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Changes of Materials

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

RSHE

- Explain what collaboration means;
- Describe the attributes needed to work collaboratively.
- Describe strategies for resolving difficult issues or situations.
- Give examples of some key qualities of friendship;
- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.

Vikings

Year 5

Autumn Term 2019

Geography

- To use maps to name and locate counties and cities of UK.
- To identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them.
- To identify key human and physical characteristics of the UK and how they have changed over time.
- To identify land use patterns of the UK.
- To discuss and identify time zones across the world.
- To locate and identify key human and physical characteristics of the UK.
- To identify key topographical features of the UK (eg. Hills, mountains, coasts and rivers).

Literacy

LO: To compare different characters from a text.

LO: To discuss a character's feelings and emotions across a text/narrative.

LO: To write a recount of the attack at Lindisfarne.

LO: To write a non-chronological report based on a fictional monster.

Grammar Learning: Constructing sentences in different ways; Simple, compound and complex sentences with re-ordering to retain meaning; Setting out speech with accurate punctuation, Relative clauses using commas, dashes and brackets; Contractions using accurate apostrophe

Reading VIPERS Skills: Retrieval, Inference, Vocabulary and Explain.

D&T / Art

Art:

Experiment with different grades of pencil;
Plan, refine and alter their drawings as necessary;
Use different media to achieve variations in line, texture, tone, colour, shape and pattern;

DT

Decorate textiles appropriately often before joining components.
Combine fabrics to create more useful properties.

P.E.

To develop sprinting techniques.

To sustain exercise to improve stamina.

To hurdle with control and rhythm.

To demonstrate appropriate body positions for throwing greater distances

To improve distance from take-off to landing in one jump

Computing

To explain how identity online can be copied, modified or altered;

To describe some of the communities in which I am involved and describe how I collaborate with others positively;

To explain how to block abusive users;

To storyboard, create & edit video, bringing together different media elements

Music

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To develop an understanding of the history of music.

To perform in an ensemble context using their voices with increasing accuracy, fluency, control and expression