

# Year 5

## Autumn Term one

### Mathematics

#### **The children will:**

- 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 zero
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000, 100,000
- Read Roman Numerals to 1000 (M) and recognise years written in Roman numerals
- Add and subtract whole numbers with more than 4 digits, including using formal written methods

#### **The children will:**

- Add and subtract numbers mentally with increasingly large numbers
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Solve number problems and practical problems that relate to all of the above

### Literacy

#### Information Texts

#### **The children will:**

- Discuss the sequence of events in books and how items of information are related
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss the significance of the title and events
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them
- Plan or say out loud what they are going to write about
- Encapsulate what they want to say, sentence by sentence
- Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear

#### Grammar and Punctuation

The children will learn how to:

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Use commas to clarify meaning or avoid ambiguity in writing
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

### Novels and Stories by Significant Children's Authors

#### **The children will:**

- Identify and discuss themes and conventions themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précis longer passages
- Use a wide range of devices to build cohesion within and across paragraphs
- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling and punctuation errors

#### Spelling

Words ending in -cious -tious

Words ending in -cial -tial

Homophones and other words that are often confused

## Come and See

### Domestic Church - Family

- Ourselves

### Judaism

- Pesach

### Baptism/Confirmation - Belonging

- Life Choices

## History

### Anglo-Saxons and Scots

#### Children will be taught to:

- Explain reasons for the Roman withdrawal from Britain
- Secure chronological knowledge and understanding of British, Local and world history
- Describe invasions, settlements and kingdoms: place names and village life
- Explain Christian conversion - Canterbury, Iona and Lindisfarne

## Music

#### Children will be taught to:

- To play and perform in solo and ensemble contexts
- To play a musical instrument with increasing accuracy, fluency, control and expression

## Science

### Living things and their habitats

#### Children will be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals

## P.E

#### Children will be taught to:

- Use running, jumping throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

## Art & Design

#### Children will be taught to:

- Use sketchbooks to record and evaluate ideas
- Use annotated sketches/ prototypes to explain ideas
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Computing

#### Children will be taught to:

- Design and write programs to achieve specific goals, including solving problems, playing a game and creating artwork
- Use logical reasoning
- Collect and present data appropriately

### Languages -Spanish

#### Children will be taught to:

- Use accurate pronunciation
- Take part in a simple conversation
- Match text and pictures