

English
Reading:
 I can summarise and discuss the key points in a text.
 I can draw upon my background knowledge of topics and themes in order to understand my reading.
 I can retrieve and record facts and details from fiction.
 I can make inferences from a text.

Handwriting:
 I can write in neat, legible cursive with increasing speed throughout my independent writing and choosing an unjoined style where more appropriate, e.g., for labelling diagrams and in algebra.

Writing:
 I am often using a range of conjunctions to link sentences and ensure variation within paragraphs.
 I can add information to my sentences using relative clauses, choosing when to use a relative pronoun (who, which, where, when, whose, whom, or that)
 I understand when to start a new paragraph, i.e., when the person, place, time or topic of the sentence has changed, and when punctuating direct speech dialogue.
 I can describe settings, characters and atmosphere in a narrative.
 I regularly re-read my work as I am writing to check it makes sense.
 I can proof-read for punctuation errors.

Maths
Place Value
 I can compare and order numbers up to 1,000,000.
 I can round numbers to the nearest 10, 100 and 1,000, 10,000 and 100,000.
 I can use negative numbers in context counting in jumps forwards and backwards through 0.

Addition and Subtraction
 I can add whole numbers with more than 4-digits using a formal written method.
 I can subtract whole numbers with more than 4-digits using a formal written method.

Multiplication and Division
 I can identify multiples and factors of a number.
 I can multiply and divide by 10, 100 and 1,000.
 I can identify prime numbers.
 I can identify and calculate square and cube numbers.

Perimeter and Area
 I can measure and calculate the perimeter of shapes.
 I can find unknown lengths in composite rectilinear shapes.
 I can calculate the area of rectangles.
 I can calculate the area of compound rectilinear shapes.
 I can estimate the area of irregular shapes.

Science
Earth and Space
 I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
 I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Changes and Properties of Materials
 I can compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat.
 I can identify scientific evidence that has been used to support or refute ideas or arguments

PSHE
Me and my Relationships
 I can give a range of examples of our emotional needs and explain why they are important.
 I can explain why the qualities of being a good friend are key.
 I can give a few examples of how to be assertive and say when I might need to use assertiveness skills.

Valuing Differences
 I can give examples of different faiths and cultures and positive things about having these differences.
 I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

History
The Victorians
 I can create a timeline from a period of history which shows key events and people from that period of history
 I can compare and contrast how different people experienced the same period of history.
 I can use sources to describe how an event affected a local town/village.
 I can compare sources of information.
 E.g. a diary entry and a text extract.

RE
Why do some people think God exists?
 Learn the words 'theist', agnostic and atheist.
 Pupils raise questions about the existence and nature of God.
 Explore some reasons why people do or do not believe in God.
 Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).
 Explore what impact believing in God might make on the way someone lives his or her everyday life.



Year 5
Autumn Term



Art/Design Technology
 Exploring lines to create geometric shapes for background and purpose
 Watercolours to give hue, tint and tone to create mood
 Able to blend colours to create wet on dry techniques
 Create vibrant paper collage flowers to create 3D effect for the book 'The Promise'
 Study William Morris- a Victorian arts and crafts artist

Modern Languages
 I can listen attentively to spoken language and show understanding by joining in and responding.
 I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
 I can engage in conversations, ask and answer questions, expression opinion and respond to others.
 I can speak in sentences using familiar vocabulary.

Geography
The Victorians
 I can recognise the different shapes of countries in Europe e.g. France.

Computing
 I can design, write and debug programs that accomplish specific goals.
 I can control or simulate physical systems.
 I can solve problems by decomposing them into smaller parts.
 I can use sequence, selection and repetition in programs and work with variables.
 I can use logical reasoning to explain how some simple algorithms work.
 I understand computer networks including the Internet.

Music
 I can describe the style indicators of a song
 I can describe the structure of a song
 I can talk about the voices and instruments within a song
 I can play instrumental parts accurately and in time as part of a performance
 I can contribute to the performance of a song by singing, playing my instrumental part, improvising or by performing my composition.

PE
Swimming (Henry Class)

<p>Hockey Develop defending; block and tackling Recap and refine dribbling and passing to create attacking opportunities Refine attacking skills, passing dribbling and shooting Refine defending skills, developing transition from defence to attack.</p>	<p>Netball Refine passing and receiving Apply passing, footwork, shooting into mini games. Introduce officiating introduce defending Explore the function of other passing styles.</p>
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Year 5 Autumn Curriculum Overview 2021-2022