

**English**

**Reading:**

- I can make connections between books I have read that are similar.
- I can empathise with a character.
- I can discuss my understanding of what I have read.
- I can find evidence from a text to support impressions of a character.

**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 can use brackets, dashes or commas to show parenthesis.
- I can use a range of devices to build cohesion within and across paragraphs.
- I can identify the purpose and audience for my own writing and choose structure, vocabulary and grammar to reflect this effectively in my writing drafts.
- I can re-read my writing and others' writing and talk about what is good and what could be improved.

**Maths**

**Multiplication and Division:**

- I can multiply a two-digit, three-digit or four-digit number by two digits.
- I can use short division.
- I can solve problems with multiplication and division.

**Fractions:**

- I can multiply a unit and non-unit fraction by an integer.
- I can multiply a mixed number by an integer
- I can calculate a fraction of an amount.
- I can use fractions as operators.

**Decimals and percentages:**

- I can find equivalent fractions, decimals and percentages.
- I can order and compare decimals with up to 3 decimal places.
- I can round to the nearest whole number and one decimal place.

**Statistics**

- I can draw line graphs.
- I can read and interpret line graphs.
- I can read and interpret tables, including time tables.

**Science**

**Forces:**

- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
- I can plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.
- I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

**PSHE**

**Keeping Safe:**

- I can give examples of things that might influence a person to take risks online.

**Rights and Respect:**

- I can give examples of some of the rights I have and respect others' rights as I grow older at home and school.
- I can give different examples of things that I can take ownership of to keep myself healthy.
- I can explain that local councils have to make decisions about how money is spent on things we need in the community.

**History**

**Ancient Egypt**

- I can give reasons for a historical event.
- I can describe a historical event using more than one source.
- I can compare and contrast artefacts from periods of history.
- I can understand that the type of information available depends on the period of time.
- I can use a variety of sources to answer questions.

**RE**

**If God is everywhere, why go to a place of worship?**

- I can make connections between how believers feel about places of worship in different traditions.
- I can select and describe the most important functions of a place of worship for the community.
- I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers.
- I can present ideas about the importance of people in a place of worship, rather than the place itself.



**Year 5**

**Spring Term**



**Art/Design Technology**

- I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- I can investigate and analyse a range of existing products.
- I can record my observations and use them to review and revisit ideas.

**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**

**Ancient Egypt**

- I can use maps, atlases and computer mapping to locate and describe the key features of places.
- I can explain how and why humans try to sustain environments (the Nile).

**Computing**

- I can understand how to solve problems by decompose them into smaller parts.
- I can understand how to use search technologies effectively.
- I can understand and appreciate how search results are selected and ranked.
- I can understand how to use technology safely, respectfully and responsibly.
- I understand a range of ways to report concerns and inappropriate behaviour.

**Music**

- I know and explain the importance of warming up my voice.
- I can think about the message of songs.
- I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- I can discuss how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

**PE**

**Swimming (Victoria class)**

<p style="text-align: center;"><b>Dance</b></p> <ul style="list-style-type: none"> <li>I can perform dances using a range of movement patterns.</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Compare their performances with previous ones.</li> <li>Demonstrate improvement to achieve their personal best.</li> </ul>	<p style="text-align: center;"><b>Health Related Exercise</b></p> <ul style="list-style-type: none"> <li>Be physically active for sustained periods of time.</li> <li>To learn to lead healthy, active lives.</li> </ul>
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