

Year 5

English

Autumn	Spring	Summer
<p>Development of reading and writing through significant children's authors e.g. Roald Dahl.</p> <p>Exploring traditional stories, fables, myths and legends.</p> <p>Building an ambitious word bank of vocabulary and learning to spell them accurately.</p> <p>Punctuation, including inverted commas (speech marks), commas and apostrophes.</p> <p>Using a wide range of conjunctions to make writing more interesting and cohesive for the reader.</p> <p>Using interesting ways to start sentences.</p> <p>Spelling: learning words from the Y5/6 spelling list.</p> <p>Looking at the 8 different word types (verbs, adverbs, adjectives, determiners, nouns, pronouns, conjunctions, prepositions).</p> <p>Use of relative and subordinate clauses.</p> <p>Beginning to use more sophisticated punctuation.</p> <p>Passive and active voice.</p> <p>AS WELL AS ALL OF THE ABOVE, PUPILS WILL WORK ON THEIR INDIVIDUAL TARGETS.</p>	<p>Reading: Increasing their familiarity with a wide range of books including modern fiction and poetry, asking questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. Texts: 'Floodlands' by Marcus Sedgwick and William Blake poetry.</p> <p>Writing: Describe settings, characters and atmosphere, integrate dialogue to convey character and advance action, select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning, evaluating and editing by proposing changes to vocabulary, grammar and punctuation.</p> <p>Spelling: cious and tious endings, cial and tial endings, ant and ent endings, ance and ancy endings, able, ible and ably endings.</p> <p>Punctuation: Commas, apostrophes for omission, for single possession (boy/boy's) and plural possession (The cars' windscreens) Grammar: The difference between clauses and phrases, relative pronouns and clauses, linking ideas in paragraphs using adverbial phrases.</p> <p>AS WELL AS ALL OF THE ABOVE, PUPILS WILL WORK ON THEIR INDIVIDUAL TARGETS.</p>	<p>Reading: Increasing their familiarity with a wide range of books including modern fiction and poetry, asking questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. Texts: 'The Highwayman' by Alfred Noyes; 'The Adventures of Odysseus' and other Greek myths.</p> <p>Writing: describe settings, characters and atmosphere, integrate dialogue to convey character and advance action, select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning, evaluating and editing by proposing changes to vocabulary, grammar and punctuation. Spelling: Words with 'silent' letters (doubt, island, lamb, solemn, thistle, knight); words ending in 'ough' (ought, bought, thought, tough, rough, enough); homophones and other words that are often confused and spellings from Y5 and Y6 word list. Punctuation and Grammar: Semi-colons ; parenthesis (Punctuating with brackets, commas or dashes); determiners and revision</p> <p>AS WELL AS ALL OF THE ABOVE, PUPILS WILL WORK ON THEIR INDIVIDUAL TARGETS.</p>

Mathematics

Autumn	Spring	Summer
<p>Multiply and divide and positive integers up to 10,000 by 10 or 100 and understand the effect.</p> <p>Order a given set of positive and negative numbers.</p> <p>Use decimal notation for tenths and hundredths.</p> <p>Round a number with 1 or 2 decimal places to the nearest integer.</p> <p>Relate fractions to division and to their decimal representations.</p> <p>Carry out column addition and subtraction of positive integers less than 10,000.</p> <p>Know and recall all times tables to 12x12.</p> <p>Carry out short multiplication and division of a 3 digit by a single digit integer.</p> <p>Carry out long multiplication of a 2 digit by 2 digit integer.</p> <p>Recognise parallel and perpendicular lines and properties of rectangles.</p> <p>Use all 4 operations to solve simple word problems, explaining method and reasoning.</p> <p>Read and write Roman numerals up to 1,000.</p> <p>Identify multiples and factors, prime numbers, prime factors and composite numbers.</p>	<p>Equivalent fractions.</p> <p>Recognising the link between different fractions, decimals and percentages.</p> <p>Accurately use measurements and read scales using intervals.</p> <p>Solve two step word problems using QUACK.</p> <p>Collect, organise and interpret data bar graphs, line graphs, time tables.</p> <p>Area and perimeter.</p> <p>Understand area measured in cm² and use the formula for the area of a rectangle ($l \times b$).</p> <p>Convert between different units of measurements.</p> <p>Develop accuracy and speed using mental strategies for all four operations.</p> <p>Refine use of written calculations.</p> <p>INCLUDING CONSOLIDATION OF PREVIOUS TERM'S TARGETS.</p>	<p>Interpret negative numbers.</p> <p>Read Roman numerals to 1,000.</p> <p>Solve addition and subtraction multi-step problems in context.</p> <p>Add and subtract numbers mentally.</p> <p>Written and mental multiplication and division.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</p> <p>Solve problems involving multiplication and division.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these.</p> <p>Understanding the meaning of the equals sign.</p> <p>Fractions, decimals and percentages.</p> <p>Convert between units of measure, reading scales, perimeter, area.</p> <p>Time problems.</p> <p>Measure and drawing angles.</p> <p>Translate shapes, read coordinates, interpret graphs.</p> <p>INCLUDING CONSOLIDATION OF PREVIOUS TERM'S TARGETS.</p>

Spanish

Autumn	Spring	Summer
<p>Listen and engage in conversational Spanish.</p> <p>Ask and answer questions.</p> <p>Speak in sentences using familiar language and vocabulary.</p> <p>Broaden vocabulary and increase understanding of words and phrases.</p>	<p>Show increasing understanding of vocabulary related to local environment.</p> <p>How to give and ask for directions. Write with increasing confidence and independence about our local environment using descriptive vocabulary and Spanish grammatical structures, e.g. adjective after the noun.</p>	<p>Show increasing understanding of vocabulary related numbers and money; express likes and dislikes.</p> <p>Learn about the Euro and prepare and perform a radio or TV advert for a toy. Engage in conversations; ask and answer questions; express opinions and respond to those of others; show increasing</p>

Write in Spanish with increasing confidence and independence.	Learn about Easter traditions in Spanish speaking countries.	confidence in grammatical structures when writing in Spanish.
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PE

Autumn	Spring	Summer
Games skills – throwing, catching, passing, moving into space and marking. Learning and understanding the need for rules. Gym- moving in a variety of ways and planning and performing sequences.	Fitness/athletics. Hard ball hockey.	Outside games, e.g. cricket and rounders. Learning and developing skills and rules associated with these games. Developing teamwork and communication skills

RE

Autumn	Spring	Summer
Studying pilgrimages across a variety of faiths and religions.	First half term: Judaism Second half term: Easter	Key Topics: Judaism and Islam - Understanding and valuing different beliefs and perspectives. - Learning about the lives of key people associated within certain religions.

Music

Autumn	Spring	Summer
Djembe drums / percussion instruments. Count / clap a rhythm, understanding the role of beats. Understand basic music notation.	Using skills and knowledge of the drums to compose and teach own performances.	Djembe drums/percussion instruments. Call and response. Learning about basic musical concepts such as rhythm, keeping in time, tempo.