

Year 5	Autumn 1	Autumn 2
Maths	<p>Place Value Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order to 100,000 Compare and order to 100,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000</p> <p>Addition and Subtraction Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers</p>	<p>Multiplication and Division A Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000</p> <p>Fractions A Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole Subtract two mixed numbers</p>

English	<p>The Lost Thing</p> <p>Sentence types: -ed opener</p> <p>Grammar: -Subordinate clauses -Subjunctive form -Modal verbs -Relative clauses -Expanded noun phrases -Progressive past tense -Fronted adverbials -Synonyms</p> <p>Writing purpose: Writing to entertain Narrative Writing to Persuade Formal Letter Writing to entertain Description</p> <p>The man who walked between the towers</p> <p>Grammar: Subjunctive forms -Passive verbs - Expanded noun phrases -Relative clauses -Adverbs - Commas</p> <p>Writing purpose: Writing to inform Wikipedia page Writing to persuade Letter Writing to inform Biography/Autobiography</p>	<p>Beowulf</p> <p>Sentence types: Description:Detail -ed opener -ing opener - subordinate clause Personification sentence</p> <p>Grammar -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - -Adverbials of time - Brackets, dashes or commas to indicate parenthesis - Commas to clarify meaning or avoid ambiguity</p> <p>Writing purpose Writing to inform Obituary Writing to persuade letter of advice Writing to entertain Character & setting descriptions Writing to entertain Own version of legend or missing chapter</p>
Science	<p>Properties and changes of materials</p> <p>Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.</p>	

	<p>Mixtures can be separated by filtering, sieving and evaporation. Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are irreversible.</p>	
History	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> • <i>The Anglo-Saxons were a cultural group who inhabited England from the 5th century (410 - 1066AD. They had travelled from what is now Denmark, Holland and Belgium because those areas were flooded due to melting ice.</i> • They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England. • <i>The Anglo-Saxon period covers about 600 years, and Anglo-Saxon kings ruled England for about 300 years.</i> • <i>At this time, the city of Rome was under attack and the Roman army left Britain to defend Rome (Romans studied in Y4).</i> • <i>It was a time of war, of the breaking up of Roman Britannia into several separate kingdoms, of religious conversion and, after the 790s, of continual battles against a new set of invaders: the Vikings (to be studied in Y6.)</i> • <i>There were 7 Kingdoms.</i> • By 850 AD the seven kingdoms had been consolidated into three large Anglo-Saxon kingdoms: Northumbria, Mercia, and Wessex. <i>The Anglo-Saxons had become a Christian people.</i> • <i>Around the end of the 8th century, Anglo-Saxon history tells of many Viking raids (to be studied in Year 6). These marked the start of a long struggle between the Anglo-Saxons and the Vikings for control of Britain.</i> • <i>We know how the Anglo Saxons lived because archaeologists have found old settlements and excavated artefacts like belt buckles, swords, bowls and even children's toys. (Sutton Hoo)</i> 	
Geography		<p>Rivers</p> <p>- I know where water comes from</p>

		<ul style="list-style-type: none"> - I can explain why the water cycle keeps going - I can locate rivers in the UK using a map - I can locate the river Thames on a map of the UK - I can locate the river Trent on a map of the UK - I can use a legend to find rivers on a map - I can locate the source of rivers on a map - I can identify the sea or ocean rivers flow into - I can identify key locations along a river - I can locate rivers around the world - I can use the index of an atlas to locate rivers - I can compare the length of rivers - I can compare the discharge of rivers - I can describe the key features of a river system - I can explain the features of a river's upper course - I can explain the features of a river's middle course - I can explain the features of a river's lower course - I can compare the features of a river along its course - I can describe the features of a river system - I can explain how a river erodes a riverbank - I can explain how deposition changes the shape of a river - I can tell you how meanders form - I can describe how waterfalls are formed - I can use atlases and maps to identify the features of a river system - I can identify meanders on a map and on photographs - I can identify oxbow lakes on a map and on photographs - I can explain how rivers are used - I can list ways that rivers are used - I can sort the ways rivers are used into categories - I can list some advantages for different uses of rivers - I can list some disadvantages for different uses of rivers - I can identify possible future uses of rivers - I can explain the impact of damming rivers - I can tell you what a dam is - I can give reasons why dams are built - I can tell you the location of one major dam - I can give the advantages and benefits of dams - I can give disadvantages and risks of building a dam
Computing	Sharing information	Vector drawing

RE	<p>Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p>
Music	<p>Getting started with music tech</p> <p>How does music bring us together?</p>	<p>Emotions and musical styles</p> <p>How does music connect us with our past?</p>
Spanish	<p>Welcome to school</p> <ol style="list-style-type: none"> 1) I can ask and answer several questions about myself 2) I can recall numbers to 10 and classroom instructions 3) I can say and read some numbers between 0 and 20 4) I can remember days of the week and months of the year 5) I can say and write names of rooms in a school 6) I can say and write nouns for some classroom objects 	<p>Where I live - Where is ...?</p> <ol style="list-style-type: none"> 1) I can read and understand useful commands and instructions 2) I can say, understand and write some useful instructions 3) I can say and recognise places in a town 4) I can give simple directions and ask "Where is...?" in Spanish
Art	<p>Julie Rhodes</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	
DT		<p>Frame structures</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.

		<p>Designing</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.
RHSE	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Collaboration Challenge! • Give and take • Communication 	<p>Valuing Differences</p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me

	<ul style="list-style-type: none">• How good a friend are you?• Relationship cake recipe• Our emotional needs• Being assertive	<ul style="list-style-type: none">• The land of the Red People• Is it true?• Stop, start, stereotypes
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