

### Religious Education

- Can I understand that Christians believe the Bible is the inspired word of God?
- Can I identify that there are many translations of the Bible?
- Can I identify that the Bible guides Christians and affects their daily lives?
- Can I ask good questions that improve my learning?
- Can I talk about the work of Bible translators today and in the past?
- Can I describe how what I have learnt inspires and influences me?
- Can I describe the impact of the content of the Bible on a believer's life?
- Can I use religious vocabulary to show I understand texts from the Bible?
- Can I explain how the teaching in the Bible helps to answer ultimate and ethical questions?

### **Year 5: Autumn Term**

**Anglo-Saxons, Scots & Vikings**  
Why was there a struggle for the Kingdom of England and how was this settled?

**Revelation 10:11** And they said to me, "You must prophesy again concerning many peoples and nations and tongues and kings."

### Maths

#### **Number & Place Value:**

- Can I read and represent numbers to 1 000 000?
- Can I compare numbers to 1 000 000 using place value?
- Can I make and identify patterns in numbers using knowledge of place value?
- Can I make number patterns that decrease in multiples of 10 000 or 100 000?
- Can I round numbers to the nearest 100, 1000, 10 000 and 100 000 using number lines?

#### **Addition & Subtraction:**

- Can I add using the 'counting on' strategy with concrete materials and number lines?
- Can I add numbers within 1 000 000 using rounding?
- Can I add numbers within 1 000 000 using the column method of addition?
- Can I subtract using the 'counting backwards' strategy with concrete materials?
- Can I subtract using the column method and number discs using numbers to 1 000 000?
- Can I use addition & subtraction to solve comparison problems to 1 000 000?

#### **Multiplication & Division:**

- Can I define and find common factors of numbers to 100?
- Can I identify and name the prime numbers?
- Can I define and determine prime numbers and composite numbers?
- Can I create and determine square and cubed number?
- Can I multiply 1- and 2-digit numbers by 10, 100 and 1000?
- Can I multiply 2- and 3-digit numbers by a 1-digit number using multiple strategies?
- Can I multiply 4-digit numbers by 1-digit numbers?
- Can I multiply 2-digit numbers by 2-digit numbers using multiple methods?
- Can I multiply a 3-digit number by a 2-digit number, with the grid method and column method as key strategies?
- Can I find thousands, hundreds and tens in a 4-digit number?
- Can I divide 3- and 4-digit numbers by 1-digit numbers using multiple strategies?

#### **Number (Word Problems):**

- Can I solve word problems involving multiple operations, identifying the operation needed to carry out the plan?
- Can I solve word problems involving multiple operations, using bar models?

#### **Statistics (Graphs):**

- Can I read the information presented in a table and interpret its meaning?
- Can I read and respond to tables that have a variety of data sets?
- Can I read and interpret information provided in a line graph where a single line represents the data?
- Can I read and interpret information presented on a line graph where data is represented by more than one line?
- Can I read and interpret information presented in a table and turn it into a line graph and determine relationships between data sets?



### Science

#### **Animals, Including Humans**

- Can I recognise that the human life cycle has many stages: embryo, foetus, toddler, child, adolescent, adult, older adult?
- Can I identify some of the ways that humans will change as they pass through the different stages of their life cycle?
- Can I identify the physical & emotional changes that occur during puberty?
- Can I identify that all mammals have gestation periods because they give birth to live young?
- Can I describe the changes as humans develop to old age?

#### **Earth & Space**

- Can I describe the movement of the Earth and other planets relative to the sun in the solar system?
- Can I describe the movement of the moon relative to the Earth?
- Can I describe the sun, Earth and moon as approximately spherical bodies?
- Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?

### English

#### **Text: Queen of the Falls**

- Can I identify the audience for and purpose of writing?
- Can I organise paragraphs around a theme with a focus on more complex narrative structures?
- Can I use commas after fronted adverbials?
- Can I use commas to clarify meaning or avoid ambiguity in writing?
- Can I engage reader through use of description, feelings and opinions?
- Can I use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)?
- Can I use rhetorical questions to engage reader?
- Can I use consistent 1st person?
- Can I write in consistent tense including progressive and perfect forms?
- Can I include the 5Ws - who, what, where, when, why and how?

#### **Text: The Lost Happy Endings**

- Can I use expanded noun phrases to convey complicated information concisely?
- Can I describe settings, characters and atmosphere?
- Can I integrate dialogue to convey character and advance the action?
- Can I use of inverted commas and other punctuation to punctuate direct speech?
- Can I develop and keep characters consistent through description?
- Can I develop settings through description and link this with the characters or plot?
- Can I engage reader through selecting effective grammar and vocabulary?
- Can I vary story opening: start with dialogue, action or description?
- Can I use paragraphs to vary pace and emphasis?
- Can I use dialogue to move action forward?

### Computing

#### Purple Mash Units: **Online Safety/Modelling**

- Can I use the 2Design and Make tool?
- Can I explore the effect of moving points when designing?
- Can I design a 3D model to fit certain criteria?
- Can I refine and print a model?

### One Decision PHSCE

#### Staying Safe/Staying Healthy

- Can I recognise ways to manage peer pressure?
- Can I explain potential outcomes when we take risks?
- Can I recognise the impact and possible consequences of an accident or incident?
- Can I explain some of the risks associated with smoking and name the active ingredients found in cigarettes?
- Can I explain how smoking can affect your immediate and future health and wellbeing?
- Can I identify why some people might start and continue to smoke?
- Can I identify and use skills and strategies to resist any pressure to smoke?

### Design & Technology

- Can I generate innovative ideas by carrying out research?
- Can I develop, model and communicate ideas?
- Can I design a purposeful, functional, appealing product for the intended user that is fit for purpose?
- Can I produce detailed lists of equipment and fabrics relevant to the task?
- Can I formulate step-by-step plans?
- Can I select from and use a range of tools and equipment to make a product?
- Can I investigate and analyse textile products?
- Can I compare a final product to the original design specification?
- Can I test products with the intended user and critically evaluate the quality?
- Can I consider the views of others to improve my work?

### History

- Can I identify when the Anglo Saxons and Scots settled in Britain and where this lies on a timeline, compared with other periods studied?
- Can I use a range of sources to surmise why the Anglo-Saxons and Scots invaded Britain?
- Can I use evidence and sources to draw conclusions (for example, The Mystery of the Empty Grave)?
- Can I use a range of information and sources to draw conclusions about the success of King Alfred?
- Can I ask and answer historically valid questions?
- Can I identify when the Vikings settled in Britain and where this lies on a timeline, compared with other periods studied?
- Can I use a range of sources to surmise why the Vikings invaded Britain?
- Can I look at different sources and explain how recent excavations have changed our minds about the Vikings?

### PE

#### Football

- Can I turn with the ball?
- Can I travel quickly and effectively when running with the ball?
- Can I combine running with the ball and sending it into space?
- Can I maintain position when attacking to create space?
- Can I perform a stepover to beat a defender?
- Can I control a bouncing ball, keeping it close to the body?

#### Tag Rugby

- Can I use defensive positions to mark and tag an attacker?
- Can I pass a ball accurately and consistently while on the move?
- Can I defend as part of a team to deny space to attackers?
- Can I use a pop pass over a short distance?
- Can I move the ball quickly using the magic diamond formation?
- Can I use the three step and pass rule with some confidence?

#### Gymnastics

- Can I use the key steps to perform a round off?
- Can I create and perform a partner sequence using symmetry?
- Can I create and perform a partner sequence using asymmetry?
- Can I perform a counter-balance with a partner?
- Can I perform smooth transitions between counter-balances?
- Can I evaluate other's work and suggest improvements?

### MFL (Spanish)

- Can I repeat, remember and attempt to spell most of the days of the week, months of the year and numbers 1-31?
- Can I say the date in Spanish when I am shown a few examples first and am reminded what the options are?
- Can I say the date of my birthday when I am shown a few examples first and reminded what the options are?
- Can I understand and repeat name of pet animals and remember some of the spellings and genders?
- Can I ask somebody if they have a pet if I have the language required in front of me, and then work out how to reply back, including use of the negative?
- Can I tell you the name of my pet using a full sentence if I am shown an example to remind me of the language?
- Can I attempt to improve my spoken and written Spanish using the conjunctions y ("and") or pero ("but")?

### Music

- Can I identify the structure of a piece of music?
- Can I identify the instruments/voices in a piece of music?
- Can I find the pulse whilst listening to music?
- Can I sing in unison?
- Can I play instrumental parts accurately and in time as part of the performance?
- Can I improvise in the lessons and as part of the performance?
- Can I contribute to the performance by singing, playing an instrumental part, improvising or by performing a composition?
- Can I discuss my thoughts and feelings towards a performance?

### Art

#### Drawing: Typography

#### Artist Focus: Louise Fili

- Can I create fonts inspired by objects/elements around me?
- Can I use close observational drawing with pen to inspire, and use creative skills to transform into letters?
- Can I explore line weight, rhythm, grip, mark making and shape?
- Can I explore how 2D can become 3D through manipulation of paper?