

Multiplication and Division

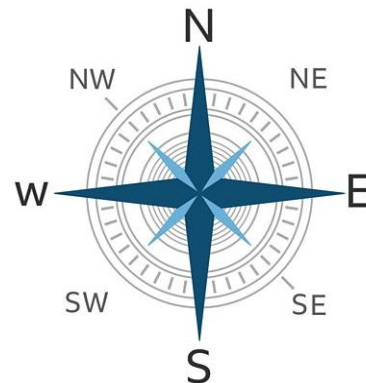
- Square numbers
- Cube Numbers
- Multiply by 10,100, and 1000 and
- Divide by 10,100, and 100
- Multiples of 10,100, and 100

Fractions

- 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 and order fractions less than 1
- Compare and order fractions greater than 1
- Add and subtract fractions with the same denominator
- Add fractions within 1 and fractions with total greater than 1
- Add to a mixed number, add two mixed numbers
- Subtract fractions and mixed number
- Subtract from a mixed number - breaking the whole
- Subtract two mixed numbers

Geography - Marvellous Maps

- I can identify locations on a map using grid references
- I understand the 8 points of a compass
- I can use the 8 points of a compass to follow directions
- I understand what an Ordnance Survey Map is and how it is used
- I understand what a key is and how it is used
- I can develop my map reading skills



Science - Earth and Space

- I can describe and explain the movement of the Earth and other planets in relation to the sun.
- I can describe and explain the movement of the Moon in relation to the Earth.
- I can explain day and night using the Earth's rotation, and the movement of the sun across the sky to support my reasoning.
- I can describe the Sun, Earth and Moon using the term spherical

Computing

Creating Media - Vector Graphics

- Start to create vector drawings.
- Use different drawing tools to help them create images.
- Recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.
- Layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

English

Books - Cosmic

- Narrative - Cosmic
- Diary entry - from Mars



Grammar Focus

- Expanded noun phrase
- Possession apostrophe
- Short sentences for effect
- Brackets
- Relative clause
- Modal verbs
- Complex sentences
- Dialogue



Year 5 - Autumn 2
 This term our
 Topic is
Marvellous Maps
 (Ordnance Survey Maps & 8 compass points)



Music

Charange Unit 2 - Sing and Play in Different Styles

- To confidently find and keep a steady beat.
- To understand the difference between a melody and a harmony
- To be able to identify a melody in a piece of music
- To be able to identify a harmony in a piece of music

RE

What does it mean to be a Christian?

- I can describe practices and beliefs using a variety of resources to research and enhance learning in response to key questions
- I can make links with other faiths and be able to compare and contrast religions
- I can suggest own views to key questions and be able to discuss and articulate opinions
- I can use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups

PSHE: Peer Pressure

- Identify strategies we can use to keep ourselves and others safe
- Recognise ways to manage peer pressure
- Explain the potential outcomes that may happen when we take risks
- Recognise the impact and possible consequences of an accident or incident

French - Eating Out

- I understand, with help, the main points in the spoken and written versions of a story, and some unfamiliar vocabulary.
- I can recognise subject pronouns, and begin using "il" and "elle" to form a few sentences about what someone is having to eat/drink, with help.
- I can take part in a simple role-play using prompts
- I know that formal language, e.g. the "vous" form, is used for talking to customers in restaurants etc.

DT - Model Rocket

Skill: 3d Form/Collage

- I can research how a rocket works: it's purpose and use
- I can design a rocket, raising questions about materials and practicality
- I can plan which materials to use for the rocket and explain my choices
- I can make a model rocket using a range of materials and adhesives
- I can evaluate my work and suggest what I might change next time

PE

Indoor - Dance

Outdoor - Rugby

- I can explore, repeat and link a range of actions with coordination.
- I can respond to a beat using music.
- I can use choreographed movements and patterns as a whole class
- I can work in a group to select arm positions and movement actions to create a short dance phrase.
- I can pass and catch a rugby ball.
- I can open my hands to give the passer a target.
- I can consider the importance of evading, tagging, passing, positioning, decision making, tactical awareness, communicating.