MATHS
Year 5
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.
- Read, write, order and compare numbers to at least 1000000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000.
- Interpret negative numbers in context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one digit number using the formal written method.
- Recognise and use square numbers and cube numbers.

JUNGLE STARGAZERS
Autumn- Term 1
2018-2019

COMPUTING
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Collaborate with others online on sites approved and moderated by teachers.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material.
- Understand the effect of online comments.
- Understand how simple networks are set up and used.

MATHS
Year 6
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.
- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- Read Roman numerals to 1000.
- Use negative numbers in context.
- Multiply and divide whole numbers and those involving decimals by 10,100 and 1000.
- Identify the value of each digit in numbers given to three decimal places.
- Solve problems, which require answers to be rounded.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a 2 digit
- Identify common factors,

ENGLISH
Spelling – Year 5/6 spelling appendix

Reading
- Read age-appropriate books with confidence and fluency.
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Evaluate how authors use language, including figurative language, considering the impact on the reader

Writing
- Write for a range of purposes and audiences.
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- Use adverbs, preposition phrases and expanded noun phrases effectively.
- Spell most words correctly (years 5 and 6)
- Maintain legibility, fluency and speed in handwriting

SCIENCE
- Planning different types of scientific enquiries
- Taking measurements, using a range of scientific equipment
- Record data and results
- Describe the movement of the Earth, and other planets, relative to the Sun.
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night.

PE
- Perform dances using a range of movement patterns
- Play competitive games, modified where appropriate.

RE
- Explain how some teachings and beliefs are shared between religions.
- Explain how religious beliefs shape the lives of individuals and communities.
- Explain some of the different ways that individuals show their beliefs.

DT
- Combine elements of design from a range of inspirational designers
- Evaluate the design of products.
- Create innovative designs that improve upon existing products.
- Design with the user in mind.
- Make products through stages of prototypes, making continual refinements

MFL- French
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.

PSHEe
- Identify and understand the responsible use of mobile phones.
- Understand how to manage requests for images of themselves or others
- Recognise how images in the media (and online) do not always reflect reality.
- Differentiate between the terms, 'risk', 'danger' and 'hazard'.