

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.

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



JUNGLE

Anglo Saxons

Autumn- Term 1

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.

GEOGRAPHY

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

DT

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

PE

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

MFL- French

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

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, common multiples and prime numbers.

HISTORY

Develop knowledge and skills in-

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture

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.

PSHE

- Understand about the responsible use of mobile phones.
- Learn 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'.