


<p><b>Literacy</b></p> <p>I can read a range of age appropriate texts accurately, fluently and for pleasure and begin to justify inferences with evidence</p> <p>I can ask questions to develop my understanding of a text, checking a text makes sense by discussing the meaning of words in context and answer questions about the features of genres from my knowledge of a range of texts I can identify words and phrases that capture a mood or describe a scene and summarise the main point of a piece of writing</p> <p>I can write a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many features of the genre or text type.</p> <p>I can use some deliberate, varied and ambitious vocabulary.</p> <p>I am starting to use dialogue in writing with increasing independence. Uses inverted commas mostly accurately and places a comma after a reporting clause to punctuate direct speech.</p> <p>I can write consistently using a variety of verb tenses, e.g. progressive, present perfect, simple past and present.</p> <p>I can use modal verbs with support, e.g. <i>would, should, could</i>.</p> <p>I can group sentences about similar topics together in simple paragraphs in fiction and non-fiction, linking narratives by choices of characters, settings and plotlines.</p> <p>I can use some organisational devices in non-narrative writing, e.g. headings, subheadings and diagrams with captions.</p> <p>I can create cohesion by using pronouns to avoid repetition and using a wide range of adverbials of time, place or manner e.g. at the beginning of a paragraph.</p> <p>I can use the full range of punctuation usually correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p> <p>I can spell words using the spelling rules I have learned, and a dictionary, including some words with 'silent' letters</p> <p>I can write with mostly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate.</p>	 <p><b>Year 5 Curriculum Map</b>  <b>Autumn Term</b>  <b>Topic: The Greeks/Second World War</b>  <b>Visit/visitor: tbc</b>  <b>Parent event: Friday 15<sup>th</sup> October 2021</b></p>	<p><b>Maths</b></p> <p>I can read and write numbers to 100,000, identify the number that is ten, one hundred or one thousand more or less within 100,000, order and compare numbers within 100,000, round any number within 100,000 to the nearest 10, 100 or 1000 and recognise the place value of each digit in a five-digit number</p> <p>I can mentally add and subtract two numbers with up to 4 digits (including decimal numbers with one decimal place), with the use of jottings such as a number line</p> <p>I can add and subtract numbers with up to 4 digits, including decimal numbers with up to two decimal places, using the <b>formal written</b> method</p> <p>I can recall and use multiplication and division facts for all times tables up to 12 x 12, with increasing confidence, find factor pairs of a number, recognise and use some square numbers and the notation for squared (<sup>2</sup>), multiply and divide numbers by ten or one hundred, including numbers with one or two decimal places, multiply three-digit and four-digit numbers by a one-digit number using the formal written method of <b>short</b> multiplication and divide three-digit numbers by a one-digit number using the formal written method of <b>short</b> division with whole number answers and remainders</p> <p>I can begin to identify, write, name, compare and order fractions whose denominators are all multiples of the same number and common equivalent fractions, know that fractions can be greater than one whole when the numerator is greater than the denominator and use the term improper fraction, confidently add and subtract fractions with the same denominator, including where the total is greater than one whole or crossing one whole, find unit and non-unit fractions of whole number quantities, recognise and write decimal equivalents of any number of tenths or hundredths, read, write, order and compare numbers with one and two decimal places, round decimals with one decimal place to the nearest whole number, recognise the per cent symbol (%) and understand that 'per cent' means 'per hundred'</p> <p>I can begin to use multiplication, division and place value to convert between different units of metric measure, convert between different units of time and 12 hr and 24 hr digital time</p> <p>I know that angles are measured in degrees using a protractor and can use a protractor, to the nearest five degrees, I know that angles at a point on a straight line equal 180° and is equivalent to half a turn</p> <p>I know that regular polygons have equal sides and angles</p> <p>I can use a grid and coordinates in the first quadrant to translate polygons, describing the new position using co-ordinates</p> <p>I can read and interpret information in tables and timetables and solve puzzles and problems and reason mathematically</p>
<p><b>History</b></p> <p>I can find out about Ancient Greek life from a range of sources and locate Ancient Greece on a timeline</p> <p>I can recognise how Ancient Greece has influenced the Western World and find similarities and differences between Ancient Greeks and British cultures and civilisations</p> <p>I can ask historically valid questions about change in Ancient Greece to the present day</p> <p>I can find out about the experience of war in Britain through a range of sources</p> <p>I can begin to understand why wars happen</p> <p>I can recognise how Britain has influenced and been influenced by the wider world</p> <p>I have a clear narrative of significant historical events and have a chronological knowledge of British history beyond 1066.</p> <p>I can use wartime artefacts to ask make deductions about the past</p>	<p><b>Computing</b></p> <p>I can understand computer networks including the internet;</p> <p>I can use search technologies effectively and appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><b>RE/PSHE</b></p> <p>What do religions believe about God?  How is Christmas celebrated around the world?</p> <p><b>Science/Technology</b></p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p><b>PE</b></p> <p>I know the moves of different chess pieces</p> <p>I can pass a ball effectively using different techniques</p> <p>I can solve physical challenges and puzzles</p>	<p><b>The Arts/Music</b></p> <p>I can create mixed media projects with a variety of textures and effects, selecting appropriate materials tools and techniques</p> <p>I can discuss the work of known artists and compare to my own work</p> <p>I can play pieces using all fingers of the right hand on the keyboard</p> <p>I can maintain a strong sense of pulse whilst playing keyboard, recognise and self-correct when going out of time</p> <p>I can offer comments about my own and other's work and find ways to improve</p> <p>I can improvise 1 bar patterns using 5 notes for others to copy</p>