

Year 5 Overview



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>Where in the world are we? KLP:</p> <ul style="list-style-type: none"> Identify continents and countries, including the location of the UK, concentrating on environmental characteristics and major settlements. Use maps, atlases, globes and digital mapping to locate countries, focusing on Europe. 					<p>South America KLP:</p> <ul style="list-style-type: none"> Use eight points of a compass, symbols and keys to build knowledge of South America and wider world. Use different maps to analyse the geography of London. Use maps and research to identify physical features of South America Understand geographical similarities and differences through the study of human and physical geography. Compare and contrast the physical geography of South America including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. <p>KLP:</p> <ul style="list-style-type: none"> Understand why people visit South America – explore the different cultures and practices in SA countries. Research human characteristic e.g. population, language etc Analyse the architecture and building style and compare with other cities. Describe socio-economic differences and compare to the UK/other countries. Explain the industry related to different areas of South America and their physical geography. 	
	<p>History</p> <p>Were the Anglo-Saxons really smashing? KLP:</p> <ul style="list-style-type: none"> Identifying the origin of British settlers using maps. Explore Anglo-Saxon etymology. Identify features of Anglo-Saxon religion (including changes over time). Understand how we use evidence from the past and why it can be unreliable. Understand that communication has developed over time (including the development of our alphabet) Understand how laws, crime and punishment have changed over time. Identify and research an important Anglo-Saxon. 	<p>The Gunpowder Plot KLP:</p> <ul style="list-style-type: none"> Understand factions and the role of religion in historical conflict. Understand when and why the English Civil War happened. Learn about key figures from history, including Oliver Cromwell, Charles 1, James 1 and Samuel Pepys. Understand the role of the monarchy and place in the British timeline. Understand the term 'restoration' and its implications for Britain. 	<p>How did the Victorian periods help shape the Cocker-mouth we know today? KLP:</p> <ul style="list-style-type: none"> Understand significant, local, historical landmarks. Understand the impact William Wordsworth has had on our town. Understand the importance of Victorians in the timeline of the UK and wider world. Understand developments in Victorian home life. Recall significant events and the impact of the life of Queen Victoria. Compare and contrast life in Britain and the wider world before and after the Industrial Revolution. Understand and compare social hierarchy in the Victorian era. Research and present information about societal 	<p>The history of Space KLP:</p> <ul style="list-style-type: none"> Develop a secure knowledge and understanding world history in connection to the space race. Establishing clear narratives within and across the period. Make connections, contrasts and trends over time and develop the appropriate use of historical and significant dates. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Use and analyse a range of sources that provide us with information about events. 			

			change in the Victorian era.			
Science	<p>Working scientifically – Crest investigations</p> <p>KLP:</p> <ul style="list-style-type: none"> Plan investigations to answer questions, including recognising and controlling variables. Use test results to make predictions to set up further comparative and fair tests. To identify acids and alkalis using a universal indicator. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and heating. Discover the process of cheese-making. Discover the effect of enzymes on proteins. Understand that some changes result in the formation of new materials and that this is not usually reversible. Research the work of a famous Georgian scientist, eg. Louis Pasteur or Edward Jenner. 	<p>Materials and their properties</p> <p>KLP:</p> <ul style="list-style-type: none"> Know that some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and heating. Understand that some changes result in the formation of new materials and that this is not usually reversible, including burning. Demonstrate that dissolving, mixing and changes of state are reversible changes. 	<p>Materials and change of state</p> <p>KLP:</p> <ul style="list-style-type: none"> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and heating. Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic. Report and present findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results. 	<p>Space</p> <p>KLP:</p> <ul style="list-style-type: none"> Describe the movements of the earth and other planets relative to the sun in the solar system. 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 and the apparent movement of the sun across the sky. Explain the effect of the moon on our oceans (tides). Discuss the force of gravity on planets within our solar system. Compare and contrast size and mass of planets within our solar system. Research and understand the role of the ISS and life on board. Research the life of the first woman in space – Helen Sharman. 	<p>Forces</p> <p>KLP:</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Take measures using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate. Identify scientific evidence that has been used to support or refute ideas or arguments. RSE – Learn about body changes that are a preparation for sexual maturity. RSE – Understand the ways males and females grow and develop during puberty, physically and emotionally. RSE – Discuss and ask questions about changing bodily needs. RSE – Develop ways to deal with feelings towards themselves, family and friends in a positive way. 	<p>Living and Growing</p> <p>KLP:</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall. Ask pertinent questions and suggest reasons for similarities and differences (gestation). Record data and results of increasing complexity using scientific diagrams and labels, tables and scatter graphs. RSE – Know the names of the main body parts, including internal and external genitalia and why it's important to keep them private. Can you feel the force?
	<p>R.E. (PSHE)</p>	<p>Am I always right?</p> <p>KLP:</p> <p>Rules and social behaviour</p>	<p>How did it all start?</p> <p>KLP:</p> <p>Creation stories</p> <p>Beginning of Easter – Christian + Anglo-Saxon</p> <ul style="list-style-type: none"> Creation stories from a range of faiths and secular theories. 		<p>What can we learn from religious texts?</p> <p>KLP:</p> <p>World religions</p> <ul style="list-style-type: none"> Explore the relevance of the Bible to Christians/Jews/Muslims. 	

	<ul style="list-style-type: none"> Rules and social behaviour, consider the value of living by rules/moral precepts and discuss with self-discipline is important. Reflect on difficulty of putting principles in to practice. Promoting healthy relationship and respecting yourself and others, acknowledging equality and diversity. 10 Commandments. 5 Pillars of Islam. 	<ul style="list-style-type: none"> Explore the events of the Christian Holy Week and how some people's attitude and behaviour towards Jesus changed – concept of forgiveness. 	<ul style="list-style-type: none"> Identify symbols and artefacts and interpretations of their meaning and purpose (Buddhism). Discuss the Sikh belief that all human beings are created equal and therefore people should be treated equally. Explore the story of Rama and how it may contribute to people's idea of good and evil (Hinduism). 			
Art & Design	<p>Illuminated letters Weaving KLP:</p> <ul style="list-style-type: none"> Use traditional methods to weave a piece of material. Become familiar with the use of symmetry in Anglo-Saxon art alongside other design motifs. To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. Learn about great artists, architects and designers in history. 	<p>Christmas cards/baubles/decorations KLP:</p> <ul style="list-style-type: none"> To use styles similar to those used in the Victorian era. To use collage techniques to create a piece of decorative art. To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing. 	<p>William Morris- repeating patterns Architecture and structure - Watercolours KLP:</p> <ul style="list-style-type: none"> Understand who William Morris was. Be able to recognise artwork created by Morris. Be able to use colours and techniques similar to Morris. NC - Learn about great artists, architects and designers in history. NC - To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. <p>Art Week – Lowry KLP:</p> <ul style="list-style-type: none"> Use sketching and watercolour skills to create a painting in the style of LS Lowry. To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. Learn about great artists, architects and designers in history. 	<p>Rocket Art KLP:</p> <ul style="list-style-type: none"> Develop skills using pastels in the style of Peter Thorpe. To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. 	<p>Rainforest by Henri Rousseau KLP:</p> <ul style="list-style-type: none"> To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing. 	<p>Cityscapes – Stephen Wiltshire KLP:</p> <ul style="list-style-type: none"> To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing.
Design & Technology	<p>Runes and weaving KLP:</p> <ul style="list-style-type: none"> Use subjects, themes and symbols to demonstrate understanding and communicate intended meaning in artwork. Use the natural environment to recreate Anglo-Saxon building techniques. 	<p>Victorian dolls houses KLP:</p> <ul style="list-style-type: none"> Use images and research to create designs from a Victorian home. Use research of architecture to create the 	<p>Moon buggy Invention Convention/Science Week KLP:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves 	<p>Rainforest biome KLP:</p> <ul style="list-style-type: none"> Use images and research to create a design showing a rainforest biome. Use a range of materials tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing. 		

	<ul style="list-style-type: none"> To improve mastery of art and design techniques including drawing, painting and sculpture, with a range of materials, eg. pencil, charcoal, paint, clay. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. 	<p>outside of a Victorian home.</p> <ul style="list-style-type: none"> NC - Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing. NC - Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. 	<p>and other users based on design criteria.</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. 	<ul style="list-style-type: none"> Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics. 		
<p style="text-align: center;">Music</p>	<p>Livin' On A Prayer</p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them. To know the style of the five songs and to name other songs from the Units in those styles. Some of the style indicators of the songs (musical characteristics that give the songs their style) Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs To identify and move to the pulse with ease. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	<p>Classroom Jazz 1</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>Make You Feel My Love</p> <ul style="list-style-type: none"> To know three well-known improvising musicians composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, 	<p>The Fresh Prince of Bel Air</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation 	<p>Dancing In The Street</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>Reflect, Rewind, Replay</p> <ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

		<ul style="list-style-type: none"> To know three well-known improvising musicians 	thoughts and feelings about the song/music	<ul style="list-style-type: none"> Question and answer using three different notes 		
Computing	Sharing information KLP: <ul style="list-style-type: none"> Identifying and exploring how information is shared between digital systems. 	Video editing KLP: <ul style="list-style-type: none"> Planning, capturing, and editing video to produce a short film 	Selection in physical computing KLP: <ul style="list-style-type: none"> Exploring conditions and selection using a programmable microcontroller. 	Flat-file databases KLP: <ul style="list-style-type: none"> Using a database to order data and create charts to answer questions. 	Vector drawing KLP: <ul style="list-style-type: none"> Creating images in a drawing program by using layers and groups of objects 	Selection in quizzes KLP: <ul style="list-style-type: none"> Exploring selection in programming to design and code an interactive quiz.
P.E.	Invasion Games – netball/football KLP: <ul style="list-style-type: none"> Develop knowledge of attacking and defending. Know how to mark an opponent. Develop understanding of space. Recognise importance of rules. Understand need to warm up and cool down. 	Hockey and ball skills KLP: <ul style="list-style-type: none"> Develop teamwork through communication. Play games competitively. Pass a ball towards a space for a teammate to receive. Understand, choose and apply a range of strategies for defence and attack. Understand how it feels to win and lose. 	Dance – Victorians KLP: <ul style="list-style-type: none"> Be able to move with low and high status dynamics. Be able to execute actions representing manual labour. Be able to develop relationships/contrast. Be able to explore the space around them in straight pathways. Be able to create straight lines and geometric shapes. 	Leadership/outdoor adventure – orienteering KLP: <ul style="list-style-type: none"> Develop some knowledge of the countryside code. Revise the concept of orientating a map. Record information accurately. Solve simple challenges and problems. Further develop knowledge of orienteering 	Striking and fielding – cricket/tennis/rounders KLP: <ul style="list-style-type: none"> Explore the use of space during games. Choose appropriate positioning when fielding. Strike a ball using both hands and feet. Receive, intercept and stop a ball when fielding. Develop the range and consistency of skills. 	Swimming KLP: <ul style="list-style-type: none"> Perform the correct breast stroke arm and leg action. Perform the correct breathing technique for breast stroke. Evaluate and compare techniques. Discuss safe self-rescue.
Literacy	This Morning I Met a Whale KLP: <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed. Comprehension activities. Make predictions about a text. Describe a setting using ambitious language. Write in role as a character (diary entries). Develop a character using clues from a text. Write using direct speech. Write a newspaper article. Write letters using empathy and listening skills. Use devices to build suspense (ellipsis, short sentences, conjunction and semi colons). Draft and edit work. Develop use of standard English. 	Beowulf KLP: <ul style="list-style-type: none"> Comprehension activities. Draft and edit work. Predict events in a text. Use imagination and creativity to respond to a text. Write invitations using semi colons in a list. Write complex sentences using subordinate clauses as openers. Use formal language and drama in an interview setting. Use formal reporting language. Develop use of standard English. Choose the writing implement that is best suited to a task. Describe a setting using ambitious language and 	Street Child KLP: <ul style="list-style-type: none"> Comprehension activities. Develop mood through images and language choice. Identify features of a character using evidence from a text. Write in first person from a character’s point of view. Write a balanced argument. Use increasingly sophisticated punctuation including semi colons. Draft and edit work. Develop use of standard English. 	Hidden Figures. Non-Fiction Texts on Space KLP: <ul style="list-style-type: none"> Comprehension activities. Present a non-fiction labelled diagram. Draft and edit work. Develop use of standard English. Write a biography. Present detailed factual information showing awareness of aesthetics and appeal for the reader. 	Journey to the River Sea KLP: <ul style="list-style-type: none"> Comprehension activities. Draft and edit work. Develop use of standard English. Use simile, metaphor and non-fiction facts to describe the Rain Forest Use information from a text to write a detailed, formal, factual report. Empathise with a character. Write from a different point of view showing empathy others. Present factual information as a persuasive leaflet. 	A Midsummer Night’s Dream KLP: <ul style="list-style-type: none"> Comprehension activities. Draft and edit work. Develop use of standard English. Research and present a project on fairy folklore. Deduce events in a play from the title and supporting imagery. Understand Shakespearean language using context as a tool. Use imagination to write an emotive letter in role. Recognise and understand the history of Shakespeare’s Globe Theatre. Retell events in a play using ambitious narrative, direct speech and reported speech. Understand a script.

		<p>complex sentence structure.</p> <ul style="list-style-type: none"> • Use formal language to write a persuasive letter. • Use direct and reported speech, selecting as appropriate. • Develop vocabulary and word play, using metaphorical language through Kennings riddles linked to Anglo-Saxon topic. <p>A Christmas Carol KLP:</p> <ul style="list-style-type: none"> • Comprehension activities. • Draft and edit work. • Make comparisons within and across texts (characters). • Infer and deduce meaning using empathy and listening skills. • Widen vocabulary through understanding of texts. • Perform in role as a character. • Respond in role using evidence from a text. • Develop use of standard English. 				<ul style="list-style-type: none"> • Rehearse and perform in a play with others. • Act and respond to others in role as a character. • Create an environment representing the story using language from the text and context of the story.
<p style="text-align: center;">SPaG</p>	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • The grammatical difference between plural and possessive –s <p>Spelling</p> <ul style="list-style-type: none"> • Adding s/es to plurals • Focus on spellings beginning/ending with– ch, ex, dge, ough, augh, or 	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely. • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely. • Using a colon to introduce a list. • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Spelling</p> <ul style="list-style-type: none"> • Homophones and other words that are often confused In the pairs of words opposite, nouns end –ce and verbs end –se. 	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • Punctuating bullet points consistently. <p>Spelling</p> <ul style="list-style-type: none"> • Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>]. • Focus on spellings beginning/ending with oct, tele, aqua, auto, ic, ful, less, ness 	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. <p>Spelling</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate; –ise; –ify</i>]. • Focus on Year 5/6 spelling list 	<p>Punctuation and Grammar</p> <ul style="list-style-type: none"> • Consolidation of coverage of all KS2 Grammar, Vocabulary and Punctuation objectives up to year 5 <p>Spelling</p> <ul style="list-style-type: none"> • Review of statutory spellings year 5/6 • Review of spelling rules learned throughout the year

Numeracy

		<p>Spelling</p> <ul style="list-style-type: none"> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Focus on spellings containing our, ure, tion, sion, ssion, ie 	<ul style="list-style-type: none"> Focus on spellings beginning/ending with cei, sc, ous, trans, bi, aero 			
	<p>Place value</p> <ul style="list-style-type: none"> -Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. -Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. -Describe and extend number sequences -Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. -Find 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number. -Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. -Read, write, order and compare numbers with up to three decimal places. -Find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number. -Count forwards and backwards in decimal steps. -Round decimals with two decimal places to the nearest whole number and to one decimal place. -Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. <p>Addition and subtraction</p> <ul style="list-style-type: none"> -Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods -Use estimation and inverse to check answers to calculations Solve addition and subtraction multi-step problems <p>Geometry</p> <ul style="list-style-type: none"> -Estimate and compare acute, obtuse and reflex angles. -Draw given angles and measure them in degrees 	<p>Multiplication & Division</p> <ul style="list-style-type: none"> -Identify multiples and factors, including finding all factor pair -Know and use the vocabulary of prime numbers. -Recognise and use square numbers -Use partitioning to double or halve any number, including decimals to two decimal places. -Multiply and divide numbers mentally -Solve problems involving multiplication and division -Multiply numbers up to 4 digits by a one- or two-digit number using including long multiplication for two-digit numbers. -Divide numbers up to 4 digits by a one-digit number using short division and interpret remainders -Solve problems involving division. <p>Fractions</p> <ul style="list-style-type: none"> -Count on and back in mixed number steps -Read and write decimal numbers as fractions. -Identify, name and write equivalent fractions -Compare and order fractions -Solve problems involving fractions. <p>Statistics</p> <ul style="list-style-type: none"> -Read, write and convert time between analogue and digital 12 and 24-hour clocks. -Complete, read and interpret information in tables, including timetables. -Solve problems involving converting between units of time. <p>Measures</p> <ul style="list-style-type: none"> -Calculate and compare the area of rectangles and estimate the area of irregular shapes. 	<p>Place value</p> <ul style="list-style-type: none"> -Interpret negative numbers and count forwards and backwards with positive and negative whole numbers -Calculate difference in temperature -Describe and extend number sequences including multiplication and division steps including decimals -Order temperatures -Read Roman numerals to 1000 and recognise years written in Roman numerals. <p>Addition and subtraction</p> <ul style="list-style-type: none"> -Add and subtract numbers mentally with decimals to two decimal places. -Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, using formal written methods -Use estimation and inverse to check answers to calculations -Solve addition and subtraction multi-step problems <p>Multiplication & Division</p> <ul style="list-style-type: none"> -Identify multiples and factors -Multiply and divide numbers mentally -Multiply numbers up to 4 digits by a one- or two-digit number using long multiplication -Solve problems involving multiplication, including scaling <p>Measures</p> <ul style="list-style-type: none"> -Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation. Use, read and write standard units of length and mass to a suitable degree of accuracy. -Estimate and calculate capacity. -Multiply and divide numbers and those involving decimals by 10, 100 and 1000. -Convert between different units of metric measure 	<p>Multiplication & Division</p> <ul style="list-style-type: none"> -Identify multiples and factors -Divide numbers mentally -Divide numbers up to 4 digits by a one-digit number using short division and interpret remainders -Solve problems involving addition, subtraction, multiplication and division <p>Geometry</p> <ul style="list-style-type: none"> -Distinguish between regular and irregular polygons -Use the properties of rectangles to deduce related facts and missing lengths and angles. -Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. -Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. <p>Fractions, Decimals & Percentages</p> <ul style="list-style-type: none"> -Recognise mixed number and improper fractions and convert from one form to the other. -Add and subtract fractions with the same denominator and denominators that are multiples of the same number Write mathematical statements > 1 as a mixed number, <p>Measures</p> <ul style="list-style-type: none"> -Calculate and compare the area of rectangles and estimate the area of irregular shapes. -Estimate (and calculate) volume <p>Statistics</p> <ul style="list-style-type: none"> -Use, read and write standard units of length and mass -Estimate and calculate capacity. -Calculate and interpret the mode, median and range. 	<p>Place value</p> <ul style="list-style-type: none"> -Read, write, order and compare numbers to at least 1 000 000 - Identify the value of each digit to three decimal places. -Read, write, order and compare numbers with up to three decimal places. -Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. -Count forwards and backwards in decimal steps. -Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. -Round decimals with two decimal places to the nearest whole number and to one decimal place. -Find 0.01, 0.1, 1, 10, 100, 1000 and other powers of 10 more or less than a given number than a given number. <p>Fractions</p> <ul style="list-style-type: none"> -Recognise mixed numbers and improper fractions and convert from one form to another. -Compare and order fractions -Identify, name and write equivalent fractions including tenths and hundredths. -Add and subtract fractions -Multiply proper fractions and mixed numbers by whole numbers <p>Measures</p> <ul style="list-style-type: none"> -Read, write and convert time between analogue and digital 12 and 24-hour clocks. -Complete, read and interpret information in tables, including timetables. -Solve problems involving converting between units of time. -Solve comparison, sum and difference problems using information presented in all types of graph including a line graph. 	<p>Place Value</p> <ul style="list-style-type: none"> -Read, write, order and compare numbers to at least 1 000 000 -Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. -Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. -Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. <p>Addition, Subtraction, Multiplication & Division</p> <ul style="list-style-type: none"> -Add and subtract whole numbers with more than 4 digits and decimals with two decimal places -Multiply numbers up to 4 digits by a one- or two-digit number -Divide numbers up to 4 digits by a one-digit number -Solve problems involving addition, subtraction, multiplication and division <p>Fractions/decimals/percentages --</p> <ul style="list-style-type: none"> Round decimals with two decimal places to the nearest whole number and to one decimal place. -Solve problems involving number up to three decimal places. -Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. -Solve problems which require knowing percentage and decimal equivalents <p>Measures</p> <ul style="list-style-type: none"> -Solve problems involving converting between units of time. -Use all four operations to solve problems involving measure -Understand and use approximate equivalences between metric units

	<p>Measure -Distinguish between regular polygons based on reasoning about equal sides and angles. -Measure and calculate the perimeter of rectilinear shapes in centimetres and metres.</p> <p>Statistics -Solve comparison, sum and difference problems using information presented in a line graph.</p>		<p>Geometry -Distinguish between regular and irregular polygons -Describe positions on the first quadrant of a coordinate grid. -Plot specified points and complete shapes. -Identify, describe and represent the position of a shape following a reflection or translation -Estimate and compare acute, obtuse and reflex angles. -Draw given angles, and measure them in degrees -Identify angles at a point and one whole turn -Identify angles at a point on a straight line and a turn</p>		<p>Geometry -Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. -Use the properties of rectangles find missing lengths and angles. -Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. -Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. -Describe positions on the first quadrant of a coordinate grid. -Plot specified points and complete shapes. -Identify, describe and represent the position of a shape following a reflection or translation</p> <p>Addition and subtraction -Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods -Add and subtract numbers mentally -Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiplication & division -Divide numbers up to 4 digits by a one-digit number using of short division -Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. -Recognise and use square numbers and cube numbers -Solve problems involving multiplication and division</p>	<p>and common imperial units such as inches, pounds and pints. -Estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes)) and capacity (for example, using water).</p> <p>Geometry -Calculate and compare the area of rectangles and estimate the area of irregular shapes.</p>
<p>LoTc</p>	<p>Battle of Hastings Tullie House</p>	<p>Forest School Victorian Tea Party</p>		<p>Civil Rights March</p>	<p>Open Air Theatre</p>	<p>Residential trip Town Trail</p>