Year 5 Overview 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Geography	**Where in the world are we?** KLP: • 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. • Investigate how melting polar ice caps may lead to changes in ocean currents. • Investigate the benefits to the United Kingdom's climate of the Atlantic Ocean Gulf Stream. • Investigate how knowledge of ocean currents may help search and rescue teams when a boat or person goes missing at sea.				**South America** KLP: • 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. KLP: • Understand why people visit South America – explore the different cultures and practices in SA countries. • Propose an appropriate set of maps to use when following the tourist route known as the Inca trail in Peru. • Discuss population and compare population of different countries within South America, including the Amazon. • 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.	
History	**Were the Anglo-Saxons really smashing?** KLP: • 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).	**The Gunpowder Plot** KLP: • 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.	**The history of Space** KLP: • 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	**How did the Victorian periods help shape the Cockermouth we know today?** KLP: • 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.		

	• Understand how laws, crime and punishment have changed over time. • Identify and research an important Anglo-Saxon.		about change, cause, similarity and difference, and significance. • Use and analyse a range of sources that provide us with information about events.	• 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 change in the Victorian era.		
Science	**Materials and their properties** KLP: • 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.	**Materials and change of state** KLP: • 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.	**Space** KLP: • 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.	**Working scientifically – Crest investigations** KLP: • 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, e.g. Louis Pasteur or Edward Jenner.	**Forces** KLP: • Explain that unsupported objects fall towards the earth because of the force of gravity. • 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.	**Living and Growing** KLP: • 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. **Crest: Can you feel the force?**

<table>
<tr>
<td>R.E.</td>
<td>Am I always right? Rules and social behaviour
KLP:
Importance and value of living by rules/moral precepts.
Self-discipline and why it is important.
Healthy relationships and what they look like.
Understands the importance of respecting yourself and others.
Recognise what is meant by equality and diversity.
How and why the Ten Commandments impact the lives of those in the Christian community.
How and why the 5 Pillars of Islam impact the lives of those in the Muslim community.
Christianity - Christmas
KLP:
Understands why Christmas is important to Christians.
Retell the main events of the first Christmas.
Most important person in the story of the First Christmas is and why.</td>
<td>How did it all start?
Creation stories
KLP:
Respond to Creation stories from different faiths and cultures.
Describe the key features of the creation story.
Compare and contrast Creation stories from a range of faiths and secular theories.
Different opinions about the creation story.
Christianity – Easter
KLP:
Events of the Christian Holy Week.
People’s changing attitudes and behaviour towards Jesus changed.
Christian concept of forgiveness.</td>
<td>What can we learn from religious texts?
World religions – Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism
KLP:
Relevance of the Bible to Christians/Jews/Muslims.
Identify symbols and artefacts and interpretations of their meaning and purpose (Buddhism).
Sikh beliefs that all human beings are created equal, and therefore people should be treated equally (Sikhism).
Story of Rama (Hinduism) and how it may contribute to people’s idea of good, and evil (Hinduism).</td>
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<tr>
<td rowspan="2">PSHE (including RSHE)</td>
<td>Families and Friendships
KLP:
Managing friendships and peer influence.
Respecting Ourselves and Others
KLP:
Responding respectfully to a wide range of people; recognising prejudice and discrimination.
Physical health and Mental wellbeing
KLP:
Recognise and understand the benefits of positive self-image and self-respect for our health and wellbeing.
Understand ways of keeping our bodies well and free from disease through vaccination and immunisation.</td>
<td>Keeping Safe Risks and hazards
KLP:
Keeping safe in different situations - especially, online (protecting personal information).
Responding in emergencies and basic first aid.
Families and Friendships
KLP:
Healthy positive relationships with family and friends. Diversity in families and relationships
Money and Work
KLP:
Identifying job interests and aspirations.
What influences career choices.
Workplace stereotypes.</td>
<td>Identity, Society, Equality and Belonging
KLP:
How people care for one another and how our care needs change as we grow older.
Taking care of the environment.
Growing and Changing
KLP:
The changes that happen to our bodies naturally during puberty.
Personal Hygiene.
Support with puberty.
Safe Relationships
KLP:
Physical contact and feeling safe.</td>
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<td colspan="3">Media Literacy and Digital Resilience:
How information online is targeted; different media types, their role and impact.</td>
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<td>Art & Design</td>
<td>The Study of Surrealism
Artist Spotlight: Salvador Dali
Media Focus: collage
KLP:
Investigate why famous artists from different periods and styles might disagree with the use of an automatist technique.
Analyse the painting Around the Fish.
Research René Magritte’s self-portrait The Son of Man. Suggest reasons why this painting is a good example of a Surrealist style.
Background colours used to create mood.</td>
<td>Futurism
Artist Spotlight: Umberto Boccioni
Media Focus: sculpture- clay/Modroc/papier mache
KLP:
Connections between Balla’s Street Light painting and the style of Fauvism that you have previously studied.
How techniques of Futurist artists produce a similar modern feel to the architectural design techniques of Zaha Hadid.
Investigate how Russian Futurist art was inspired by the Italian Futurists and became popular.
Research the link between Futurist artists and politics to explain the rapid decline of the art movement.
Differences between Auguste Rodin’s sculptures and the ideas and sculptures of Umberto Boccioni.</td>
<td>Amazed by Architecture
Artist Spotlight: Zaha Hadid
Media Focus: photography, painting, structures
KLP:
Investigate the work of American architects Daniel Burnham and Buckminster Fuller to discover their impact and legacy.
Plan and design a building to stir a particular emotion.
Connections between Hadid’s view of buildings and the designs she created.
Futuristic building design, combining curves and sharp points at corners.
Hadid’s non-compromising beliefs and successful career.</td>
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			• Creation of clay sculptures using contorted poses to give the effect of dynamism and movement. • In which ways do the features of Boccioni's artwork in the last six years of his life represent the ideas and theories of Futurism?			
Design & Technology	**Runes and weaving** KLP: • Use subjects, themes and symbols to demonstrate understanding and communicate intended meaning in artwork. • Use the natural environment to recreate Anglo-Saxon building techniques. • To improve mastery of art and design technqiues 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.		**Victorian dolls houses** KLP: • Use images and research to create designs from a Victorian home. • Use research of architecture to create the outside of a Victorian home. • 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.	**Moon buggy** **Invention Convention/Science Week** KLP: • 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.	**Rainforest biome** KLP: • 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. • Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.	
Music	**Livin' On A Prayer** KLP: • Know five songs from memory, who sang or wrote them. • Know the style of the five songs and to name other songs from the Units in those styles. • Recognise some of the style indicators of the songs (musical characteristics that give the songs their style). • Explore 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.)	**Classroom Jazz 1** KLP: • Understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • Keep the internal pulse. • Create musical ideas for the group to copy or respond to. Use different • ways of writing music down – e.g. staff notation, symbols. • Play the notes C, D, E, F, G, A, B + C on the treble stave. • Select the instruments they might play or be played in a band or orchestra or by their friends. • Understand that when someone improvises, they make up their own tune that has never been heard	**Make You Feel My Love** KLP: • To know three well-known improvising musicians. • Understand that through composing music, It's like writing a story. It can be played or performed again to your friends. • Understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Recognise the connection between sound and symbol. • Understand that performing is a planned and learned sharing of music with other people, an audience. • You must sing or rap the words clearly and play with confidence.	**The Fresh Prince of Bel Air** KLP: • Sing in unison and to sing backing vocals. • Explore singing solo and listen to a group when singing to develop an awareness of how you fit into a group. • Demonstrate a good singing posture. • Follow a leader when singing. • Sing with awareness of being 'in tune' and finding the pulse. • Copy back rhythms based on the words of the main song, that include syncopation/off beat and one-note riffs using simple and syncopated rhythm patterns. • Lead the class by inventing rhythms for others to copy back.	**Dancing In The Street** KLP: • Talk about how composition is when music that is created by you and kept in some way. • Recognise a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Understand notation and recognise the connection between sound and symbol. Understand that everything that be performed must be planned and learned. • Understand a performance involves communicating ideas, thoughts and feelings about the song/music.	**Reflect, Rewind, Replay** KLP: • Listen and Appraise Classical music. • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. • Improvise using voices and instruments while sharing and performing a composition of the learning that has taken place.

	• Name some of the instruments they heard in the songs and explain historical context of the songs. • Talk about the music and how it makes you feel using musical terms.	before. It is not written down and belongs to them. • Know that using fewer notes confidently is better than using more and improvise using the notes they are given, without mistake.	• Recognise that a performance involves communicating ideas, thoughts and feelings about the song/music.	• Copy back two and three note riffs by ear and with notation.		
Computing	**Sharing information** KLP: • Identifying and exploring how information is shared between digital systems.	**Video editing** KLP: • Planning, capturing, and editing video to produce a short film.	**Selection in physical computing** KLP: • Exploring conditions and selection using a programmable microcontroller.	**Flat-file databases** KLP: • Using a database to order data and create charts to answer questions.	**Vector drawing** KLP: • Creating images in a drawing program by using layers and groups of objects	**Selection in quizzes** KLP: • Exploring selection in programming to design and code an interactive quiz.
P.E.	**Netball** KLP: • Develop knowledge of attacking and defending. • Know how to mark an opponent. • Develop understanding of finding space. • Recognise importance of Netball rules. • Understand need to warm up and cool down. • Understand positions in a game. • Understand how to score. • Understanding zones of a Netball court.	**Athletics** KLP: • Choose the best pace for a running event. • Perform jumps for distance and height using the correct technique. • Show control at take-off when jumping. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines.	**Leadership/Outdoor Adventure – Orienteering** KLP: • 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. • Complete an orienteering circuit and record time taken. • Compare personal best for an orienteering circuit.	**Swimming** KLP: • To perform correct front crawl arm and leg action. • To perform correct breast stroke crawl arm and leg action. • To perform correct back crawl arm and leg action. • Perform correct breathing techniques for each swimming stroke. • Recognise and compare own personal best (recorded) times in swimming. • Discuss and complete safe self-rescue. • Swim 25m.	**Dance – Victorians** KLP: • Be able to move with low and high-status dynamics. • Be able to execute actions representing manual labour. • Be able to develop relationships with dance partner. • Be able to explore the space around them in straight pathways. • Be able to create straight lines and geometric shapes.	**Cricket/Rounders** KLP: • Explore the use of space during games. • Choose appropriate positioning when fielding. • Strike a ball using appropriate equipment. • Receive, intercept and stop a ball when fielding. • Develop the range and consistency of skills. • Understand rules of a game.
English	**Persuasive Speeches – Non-Fiction** KLP: • Write legibly, fluently and with increasing speed. • Comprehension activities. • Make predictions about a text. • Draft and edit work. • Develop use of standard English. • Comprehension activities	**Beowulf** KLP: • 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.	**Hidden Figures.** **Non-Fiction Texts on Space** KLP: • Comprehension activities. • Present a non-fiction labelled diagram. • Draft and edit work. • Develop use of standard English. • Write a biography.	**Street Child** KLP: • 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.	**Journey to the River Sea** KLP: • 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.	**A Midsummer Night's Dream** KLP: • 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.

	• Persuasion – speech writing. • Newspaper articles – inferring and deducing.	• 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 complex sentence structure. • 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. **A Christmas Carol** KLP: • 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.	• Present detailed factual information showing awareness of aesthetics and appeal for the reader.	• Write a balanced argument. • Use increasingly sophisticated punctuation including semi colons. • Draft and edit work. • Develop use of standard English.	• Empathise with a character. • Write from a different point of view showing empathy others. • Present factual information as a persuasive leaflet.	• Understand Shakespearian 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. • 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.
SPaG	**Punctuation and Grammar** • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	**Punctuation and Grammar** • Using expanded noun phrases to convey complicated information concisely. • Linking ideas across paragraphs using	**Punctuation and Grammar** • Using expanded noun phrases to convey complicated information concisely. • Using a colon to introduce a list.	**Punctuation and Grammar** • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	**Punctuation and Grammar** • clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity.	**Punctuation and Grammar** • Consolidation of coverage of all KS2 Grammar, Vocabulary and Punctuation objectives up to Year 5.

	• Using passive verbs to affect the presentation of information in a sentence. • The grammatical difference between plural and possessive –s. **Spelling** • Adding s/es to plurals. • Focus on spellings beginning/ending with– ch, ex, dge, ough, augh, or.	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]. **Spelling** • 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.	• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. **Spelling** • Homophones and other words that are often confused In the pairs of words opposite, nouns end –ce and verbs end –se. • Focus on spellings beginning/ending with cei, sc, ous, trans, bi, aero.	• Punctuating bullet points consistently. **Spelling** • **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]. • Focus on spellings beginning/ending with oct, tele, aqua, auto, ic, ful, less, ness.	• Using brackets, dashes or commas to indicate parenthesis. **Spelling** • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]. • Focus on Year 5/6 spelling list.	**Spelling** • Review of statutory spellings year 5/6. • Review of spelling rules learned throughout the year.
Maths	**Place Value** • 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.	**Fractions** • 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. **Statistics** • 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. **Measures** • Calculate and compare the area of rectangles and estimate the area of irregular shapes.	**Place Value** • 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. **Addition and Subtraction** • 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	**Multiplication and Division** • 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. **Geometry** • 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.	**Place Value** • 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.	**Place Value** • 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. **Addition, Subtraction, Multiplication and Division** • 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.

	• 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. **Addition and Subtraction** • 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. **Multiplication and Division** • 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.	**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. **Statistics** • Solve comparison, sum and difference problems using information presented in a line graph.	• Use estimation and inverse to check answers to calculations. • Solve addition and subtraction multi-step problems. **Multiplication and Division** • 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. **Measures** • 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. **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.	**Fractions, Decimals and Percentages** • 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. **Measures** • Calculate and compare the area of rectangles and estimate the area of irregular shapes. • Estimate (and calculate) volume. **Statistics** • Use, read and write standard units of length and mass. • Estimate and calculate capacity. • Calculate and interpret the mode, median and range.	**Fractions** • 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. **Measures** • 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. **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.	• Solve problems involving addition, subtraction, multiplication and division. **Fractions, Decimals and Percentages** • 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. **Measures** • 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 and common imperial units such as inches, pounds and pints. • Estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water). **Geometry** • Calculate and compare the area of rectangles and estimate the area of irregular shapes.

	• Divide numbers up to 4 digits by a one-digit number using short division and interpret remainders. • Solve problems involving division. **Geometry** • Estimate and compare acute, obtuse and reflex angles. • Draw given angles and measure them in degrees.		• 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.		• 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. **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. **Multiplication and 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.	
LOtC	Battle of Hastings Tullie House		Forest School Victorian Tea Party	Civil Rights March	Open Air Theatre	Residential trip Town Trail