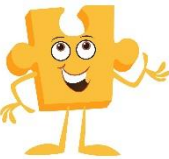
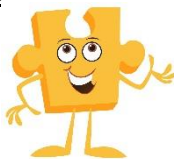


Year 5: Autumn Term (First Half)

English - To use commas to clarify meaning or avoid ambiguity in writing - To use hyphens to avoid ambiguity - To use brackets, dashes or commas to indicate parenthesis - To use bullet points correctly	PSHE (Jigsaw) <u>Being Me in My World</u> - My Year Ahead - Being a citizen of my country - Year 5 responsibilities - Rewards and Consequences - Our Learning Charter - Owning our Learning Charter 	Art <u>Drawing and sketchbooks</u> - To work in a sustained way to create an accurate drawing - To develop line, tone, pattern and textures - To draw from different viewpoints - To begin to consider perspectives - To use different techniques for purpose - To work from a variety of sources
Maths - Compare and order numbers to 1,000,000 - Rounding numbers up to 1,000,000 - Negative numbers - Roman numerals - Counting in powers of 10 - Add and subtract 4-digit numbers using formal methods - Estimate and round to check an answer - Multi-step problems - Inverse operations 	RE What does it mean if God is holy and loving?	Design Technology 
Science - To describe the movement of the Earth, and other planets, relative to the Sun in the solar system - To describe the movement of the Moon relative to the Earth - To describe the Sun, Earth and Moon as approximately spherical bodies - To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Geography - To begin to use 6-figure grid references to locate features on a map - To use digital mapping to locate features studied. - To use a range of geographical skills and evidence to investigate places. - To use 8 compass points, 6-figure grid references, symbols and keys to build my understanding of the UK/Worthing in the past and present. - To use fieldwork to observe, measure and record the human and physical features in the local area - To make sketch maps of an area using OS symbols and a key. - To describe and understand key aspects of settlement and land use in Worthing over time. 	Music <u>Blues</u> - To name key features in Blues music - To sing in tune, using vocal expression to convey meaning - To explain what a chord is - To play the 12 bar Blues - To play to notes of the Blues scale - To improvise using the Blues notes 

Computing <u>Flat-file database</u> • To use a form to record information • To compare paper and computer-based databases • To outline how you can answer questions by grouping and then sorting data • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually • To use a real-world database to answer questions	History	PE <u>Athletics</u> • To choose the best pace for a running event • To perform a range of jumps and show control • To take on the role of coach, official and timer, when working in a group • To use feedback to improve my sprinting technique • To show accuracy and power when throwing for distance <u>Dance</u> • To accurately copy and repeat set choreography • To choreograph phrases, considering actions and dynamics. • To confidently perform different styles of dance • To lead a group through a warm-up routine • To use actions, dynamics, relationships and space in response to a stimulus • To use counts to stay in time with others and the music
	French • To know that the time in Paris is one hour ahead of London. • To say and write the time in French to the nearest half hour. • To remember and use the French names for numbers 0-39.	

Year 5: Autumn Term (Second Half)

English • To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • To use paragraphs consistently and appropriately • To vary sentence length and word order confidently to sustain interest	PSHE <u>Celebrating Difference</u> • Different cultures • Racism • Rumours and name-calling • Types of bullying • Does money matter? • Celebrating differences around the world 	Art Geography
Maths • Line graphs 	RE • Was Jesus the Messiah?	Design Technology <u>Structures – Bird Boxes</u>

• Two-way tables • Time tables • Factors and common factors • Prime numbers • Square and cubed numbers • Multiples • Multiplying and dividing by 10, 100 and 1000	French • To know that the numbers <i>dix-sept</i>, <i>dix-huit</i> and <i>dix-neuf</i> are compound words, joined by a hyphen, and that some French numbers – 21, 31, 41, 51, 61 – are compound words joined by the conjunction <i>et</i>, e.g. <i>vingt et un</i>. • To name 5 places in a typical town. • To know that the adjectives <i>petit</i> and <i>grand</i> must precede the noun they describe, which follows the rule for English adjectives but is an exception to the rule for adjectives in French.	• To explain the aspects of 'ACCESS FM' - Safety, Size, Function & Materials • To use a G-clamp • To use junior hacksaw and demonstrate how to use it safely • To use a cool glue gun and know why it might be a useful tool for joining • To justify the quantity of wood that I have used and explain why materials shouldn't be wasted • To use 'ACCESS FM' and the class brief as part of my evaluation 
Science • To explain that unsupported objects fall towards the Earth because of the force of gravity • To identify the effects of air resistance, water resistance and friction	History • To understand Worthing was an agricultural and fishing hamlet for many centuries. • To know Princess Amelia visited Worthing in 1798, which led to it becoming a fashionable place to visit. • To understand that Worthing pier, Worthing library, The Dome Cinema, St. Mary's church, The Connaught theatre and the Lido are significant places in Worthing. • To discover that Worthing Pier has been repaired many times due to damage that it received in severe storms and during WW2. • To understand that Marian Frost persuaded Andrew Carnegie to build a new library in Worthing because the old one was not fit for purpose. • To research how Goring Primary School has grown over time due to more houses being built in the local area. • To recognise why people did things, why events happened and what happened as a result • To identify ways that places have changed over time	Music <u>Composition and Notation</u> • To sing in time and tune • To remember the lyrics of a song • To identify structure of a piece of music • To improvise • To play a melody with reasonable accuracy • To perform with confidence • To compose and play melody using stave notation
Computing <u>Scratch</u> • To explain how selection is used in computer programs • To relate that a conditional statement connects a condition to an outcome • To explain how selection directs the flow of a program • To design a program which uses selection • To create a program which uses selection • To evaluate my program		PE <u>Athletics</u> (Continued from first half term) <u>Tennis</u> • To work cooperatively with others to manage a game. • To understand the rules of tennis, and use tactics • To use tennis skills under pressure 