



Year 5		Term/Topic: Tudors
Subject	Key end points in learning	
English- Reading	<p><u>Comparing, Contrasting and Commenting</u></p> <p>I can read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.</p> <p>I can identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>I can recommend texts to peers based on personal choice</p> <p><u>Words in context and authorial choice</u></p> <p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p><u>Inference and Prediction</u></p> <p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</p> <p>I can justify predictions using evidence from the text.</p> <p><u>Non-Fiction</u></p> <p>I can use all organisational devices available within a non- fiction text to retrieve, record and discuss information.</p> <p>I can use dictionaries to check the meaning of words read.</p>	
English - Writing	<p>I can write a narrative and I can select appropriate grammar and vocabulary.</p> <p>I can write a biography.</p> <p>I can write and analyse different poems.</p> <p>I can write a non-chronological report.</p> <p>I can write a letter.</p>	
Maths	<p><u>Unit 10 - Perimeter of rectangles</u></p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p><u>Unit 11 - Graphs and Tables</u></p> <p>I can solve comparison, sum and difference problems using information presented in a line graph.</p> <p>I can complete, read and interpret information in tables, including timetables.</p> <p><u>Unit 12 - Geometry Properties of shapes</u></p>	



I understand how angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

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I can identify: • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and 1 2 a turn (total 180°) • other multiples of 90° .

I can use the properties of rectangles to deduce related facts and find missing lengths and angles.

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines

I can identify 3D shapes, including cubes and other cuboids, from 2D representations.

Unit 13 - Geometry – position and direction

I can describe positions on a 2D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon

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I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know the shape has not changed.

Unit 14 - Decimals

I can solve problems involving number up to three decimal places.

I can read, write, order and compare numbers with up to three decimal places.

I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Solve problems involving number up to three decimal places.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Year 5 Number – fractions (including decimals and percentages).

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I can solve problems involving number up to three decimal places.

I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Unit 15 - Negative Numbers

I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).



	<p>I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>I can solve problems involving converting between units of time.</p> <p><u>Unit 16 – Measure</u></p> <p>I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>I can solve problems involving converting between units of time.</p> <p>I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>
Science	<p><u>Forces</u></p> <p>I can explain what gravity is and its impact on our lives</p> <p>I can study the work of Galileo and Newton.</p> <p>I can explain why a wheeled object that is initially pushed will slow down and stop</p> <p>I can explain the impact of friction on a moving object</p> <p>I can explain the effect of drag force on moving objects</p> <p>I can explain how force and motion can be transferred through gears, pulleys, levers and springs</p> <p>I can classify and group forces based on their actions or whether they act directly, at a distance.</p> <p><u>Animals including humans (Reproduction)</u></p> <p>I can describe physical changes in the male and female human body during puberty.</p> <p>I can explore the work of well known naturalists (David Attenborough and Jane Goodall).</p> <p>I can describe how we define a mammal and how this relates to classification.</p> <p>I can describe the process of sexual reproduction in a familiar animal and why it is important for species survival.</p>
Computing	<p><u>Programming A – Selection in physical computing</u></p> <p>I can explain that a condition can only be true or false</p> <p>I can compare a count-controlled loop with a condition-controlled loop</p> <p>I can create a condition-controlled loop</p> <p>I can use a condition in an 'if...then...' statement to start an action</p> <p>I can use selection to switch the program flow in one of two ways</p> <p>I can explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>I can use a condition in an 'if...then...else...' statement to produce given outcomes</p> <p><u>Programming B – Selection in quizzes</u></p>



	<p>I can explain that a condition can only be true or false</p> <p>I can choose a condition to use in a program</p> <p>I can relate that a count-controlled loop contains a condition</p> <p>I can compare a count controlled loop with a condition-controlled loop</p> <p>I can create a condition-controlled loop</p> <p>I can use a condition in an 'if... then...' statement to start an action</p> <p>I can use selection to switch program flow</p> <p>I can explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>I can use 'if... then... else...' to switch program flow in one of two ways</p>
Geography	
History	<p><u>Off with your Head!</u></p> <p>I can examine causes and results of great events and the influence these have had on life today.</p> <p>I can give reasons for the main events and changes for the periods studied.</p> <p>I can make connections between two periods of history, to begin to develop historical perspective.</p> <p>I can make appropriate use of historical terms in discussion and understand concepts.</p> <p>I can independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p> <p>I can describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur.</p> <p>I can explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).</p> <p>I can provide an account of a historical event based on more than one source.</p> <p>I can present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data handling, drama role-play, and storytelling and using ICT.</p>
Art	<p><u>Tints, Tones and Shades</u></p> <p>I can create an observational drawing.</p> <p>I can create a range of tints, tones and shades using white, black and grey.</p> <p>I can draw a landscape.</p> <p>I can paint a landscape using a broad pallet of colours.</p>



	<p>I can reflect and evaluate my final piece.</p> <p><u>Mixed Media</u></p> <p>I can create an observational drawing.</p> <p>I can discuss the similarities and differences between photo collages and surrealism.</p> <p>I can create a collage to show a visual element.</p> <p>I can create a mixed media piece (final piece).</p> <p>I can reflect and evaluate my final piece.</p>
DT	<p><u>Cranks and Contraptions</u></p> <p>I can understand how pneumatic work and explain its uses.</p> <p>I can design and communicate my ideas through sketches, diagrams and a model.</p> <p>I can make a product that uses pneumatics.</p> <p>I can evaluate my pneumatics product and explain ways to make it better.</p>
Music	<p><u>Dancing in the Street - Summer 1</u></p> <p><u>Reflect, Rewind and Replay - Summer 2</u></p> <p>I know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>I know the style of the five songs and to name other songs from the units in those styles.</p> <p>I can choose two or three other songs and be able to talk about:</p> <p>I can talk about the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>I know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>I know how to keep the internal pulse.</p> <p>I can create musical ideas for the group to copy or respond to.</p> <p>I can confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>I can choose a song and be able to talk about:</p> <p>I can sing in unison, the solo, lead vocal, backing vocals or rapping.</p> <p>I know what the song is about and the meaning of the lyrics.</p> <p>I know and explain the importance of warming up your voice.</p> <p>I know and be able to talk about:</p> <p>I can use different ways of writing music down – e.g. staff notation, symbols.</p> <p>I can use the notes C, D, E, F, G, A, B + C on the treble stave.</p>



	<p>The instruments they might play or be played in a band or orchestra or by their friends.</p> <p>I know and are able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>I know that using one or two notes confidently is better than using five</p> <p>I know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>I know that you can use some of the riffs you have heard in the</p> <p>I know and are able to talk about: 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.</p> <p>I know composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>I know notation: recognise the connection between sound and symbol</p> <p>I can perform and share music with other people, an audience</p>
R.E	<p><u>Christians and how to live: what would Jesus do?</u></p> <p>I will learn about the four gospels, noting some of the similarities and differences between them.</p> <p>I will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching.</p> <p>I will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told.</p> <p>I will talk about the meanings of different biblical texts and what they mean for Christians today.</p> <p>I will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.</p> <p>I will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p> <p><u>What matters most to Humanists and Christians?</u></p> <p>I will learn about actions, sources of authority, values, religious and nonreligious worldviews.</p> <p>I will make links with sources of authority that tell people how to be good.</p> <p>I will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live.</p> <p>I will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>



P.E	<p><u>Real PE Physical (Summer 1)</u></p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>On a line then low beam, maintaining balance I can:</p> <ol style="list-style-type: none">1. Jump from 2 feet to 2 feet with a 180° turn in the middle (in both directions).2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (in both directions).3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (on both sides). <p>Static Balance: One Leg</p> <p>Maintaining balance and on both legs I can:</p> <ol style="list-style-type: none">1. Complete 5 ankle extensions with eyes closed.2. Complete 10 squats into ankle extensions with eyes closed.3. Complete the above 2 challenges on an uneven surface (eyes open).4. Complete the first 2 challenges on an uneven surface with eyes closed. <p><u>Swimming (Summer 1 & Summer 2)</u></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>I can perform safe self- rescue in different water- based situations.</p> <p><u>Real PE Personal (Summer 2)</u></p> <p><u>Coordination: Ball Skills</u></p> <p>In less than 20 seconds and in both directions, maintaining control I can:</p> <ol style="list-style-type: none">1. Stand with my legs apart, hold a ball between them with both hands at the front, allow the ball to bounce and then catch it with hands behind my legs ('front to back catches') 20 times, alternating catches in front and behind.2. Do the same task 30 times, this time without letting the ball bounce in between.3. Complete the above tasks with head up throughout.4. Stand, throw a ball over my head, catch it behind and then throw it forwards over my head and catch it in front ('overhead throw and catch') 11 times. <p><u>Agility: Reaction and Response</u></p> <p>From a distance of 1, 2, and 3 metres, facing away from a partner I can:</p> <ol style="list-style-type: none">1. React to a call from a partner when they drop a ball, turn and catch it after 1 bounce.2. Do the above challenge, but react to the sound of the bounce rather than the call.
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	<p><u>Athletics (Summer 2)</u></p> <p>I can investigate running styles and changes of speed.</p> <p>I can practise throwing with power and accuracy.</p> <p>I can throw safely and with understanding.</p> <p>I can demonstrate a good running technique in a competitive situation.</p> <p>I can explore different footwork patterns.</p> <p>I can use skills in a competitive situation.</p> <p><u>Orienteering</u></p> <p>I can create a complex short trail for others with a physical challenge.</p> <p>I can recognise features of an orienteering course.</p>
MFL	<p><u>Listening</u></p> <p>I can listen more attentively and for longer.</p> <p>I can understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p><u>Speaking</u></p> <p>I can communicate on a wider range of topic and themes.</p> <p>I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p><u>Reading</u></p> <p>I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p><u>Writing</u></p> <p>I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>I can manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p><u>Grammar</u></p> <p>I can revise the gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>I can understand better the rules of adjectival agreement and possessive adjectives.</p> <p>I can start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>



PSHE	<p><u>How can drugs common to everyday life affect health? (Summer 1)</u></p> <p>I can recognise how drugs common to everyday life.</p> <p>I can recognise that some drugs are legal and other drugs are illegal.</p> <p>I can recognise how laws surrounding the use of drugs exist to protect me and others.</p> <p>I can understand why people choose to use or not use different drugs.</p> <p>I can recognise how people can prevent or reduce the risks associated with them.</p> <p>I know that for some people, drug use can become a habit which is difficult to break.</p> <p>I know how organisations to help people to stop smoking and that support is available to help people if they have concerns.</p> <p>I know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p> <p><u>What jobs would we like? (Summer 2)</u></p> <p>I can recognise that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.</p> <p>I can recognise that some jobs are paid more than others and some may be voluntary.</p> <p>I can recognise the skills, attributes, qualifications and training is needed for different jobs.</p> <p>I can recognise that there are different ways into jobs and careers.</p> <p>I know how people choose a career/job and what influences their decision.</p> <p>I know how to question and challenge stereotypes about the types of jobs people do.</p> <p>I know that I might choose a job for myself when I am older.</p>
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