

## Literacy

I can tackle any new word, using the context to attempt a definition. I can read age appropriate texts and poems confidently and can recall and recite some key sections

I can express, explain and justify views about my reading, drawing inferences about characters' motives from their actions

I can ask questions to develop my understanding of a text, checking if the text makes sense and answering questions that involve drawing on more than one text to make comparisons

I can pick out paragraphs and sections of a text that have a particular effect on the reader and explain why

I read both fiction and non-fiction and can identify features that are specific to text types

I can identify details that support the main ideas and use them to summarise content

I draw ideas for characters, setting and content from what I have read, listened to or seen performed

I can research non-fiction ideas

I have an awareness of the audience and purpose of writing

I use the drafting process to rehearse ideas and make increasingly apt choices of grammar and vocabulary

I write a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, using many appropriate features of the genre or text type. I can vary sentence structure and length deliberately

I make deliberate, varied and ambitious vocabulary choices

I can edit and improve my writing to improve consistency and cohesions, accurately using pronouns, singular and plural subject-verb agreement and correct tense

I can convert nouns and adjectives into verbs using suffixes

I can use relative clauses using some relative pronouns and I can modify and specify nouns using adverbs

I can use a variety of verb tenses appropriately including present perfect

I can use modal verbs to indicate degrees of possibility, probability and certainty

I can organise my writing into paragraphs and use simple non-narrative organisational and narrative cohesive devices

I can use the full range of punctuation including full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns, using commas to clarify meaning and brackets, dashes and commas for parenthesis and using speech punctuation for direct and reported speech accurately

I can use spelling rules and a dictionary, using the first three letters of a word

I can spell words with silent letters

I write with increasingly legible handwriting, including diagonal and horizontal joins

## Computing

I can create a range of programs, systems and contents to accomplish given goals that include: collecting, analysing, evaluating, and presenting data and information.

## Maths

I can read, write, order, compare and round numbers to 1,000,000 and determine the value of each digit, identifying the number that is ten, one hundred, one thousand, ten thousand or one hundred thousand more or less within 1,000,000

I can interpret negative numbers in context e.g. temperature

I can read Roman numerals to 1,000 (M) and begin to recognise years in Roman numerals

I can add and subtract numbers mentally, with the use of jottings, with increasingly large numbers and using a range of strategies

I can add and subtract numbers with up to 5 digits, including decimal numbers with up to three decimal places, using the formal written method

I can find all factor pairs of a number and begin to find common factors of two numbers I can recognise and use simple cube numbers and the notation for cubed ( $^3$ ) such as  $2^3 = 2 \times 2 \times 2 = 8$  I can understand and use the vocabulary of prime numbers and begin to use the vocabulary of prime factors and composite (non-prime) numbers I can recall all prime numbers up to 19; begin to establish whether a number up to 100 is prime using knowledge of factors

I can multiply and divide numbers mentally drawing on known facts, understanding of place value and using a range of strategies, multiply and divide whole numbers and those involving decimals (with up to three decimal places) by ten, one hundred and one thousand, multiply numbers with 2 and 3 digits by a two-digit number using the formal written method of long multiplication, divide numbers with up to 4 digits by a one-digit number using the formal written method of short division, with whole number answers or with remainders, expressing remainders as a fraction

I can compare and order fractions whose denominators are all multiples of the same number

I can identify, name and write equivalent fractions of a given fraction using knowledge of factors and multiples, recognising mixed numbers and improper fractions and converting from one form to the other

I can add and subtract fractions with denominators that are multiples of the same number, including where the total is greater than one whole

I can multiply proper fractions and simple mixed numbers by whole numbers, supported by materials and diagrams

I can find unit and non-unit fractions of whole number quantities and relate to multiplication and division

I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents I can read, write, order and compare numbers with up to three decimal places, including sets of numbers with different numbers of decimal places I can round decimals with two decimal places to the nearest whole number and to one decimal place

I can write percentages as a fraction with the denominator 100 and as a decimal

I can calculate percentage of quantities using percentage and fraction equivalents of  $1/2$ ,  $1/4$ ,  $1/10$  and other fractions with a denominator of a multiple of 10

I can use multiplication, division and place value to confidently convert between different units of metric measure I can calculate the perimeter of a composite rectilinear figure in centimetres and metres, including examples where the length of some sides is not given I can calculate and compare the area of rectangles, including squares, using standard units and notation I can estimate the area of irregular shapes by counting squares I can understand the term volume and cubic centimetres including the notation  $\text{cm}^3$

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations I can estimate and compare acute, obtuse and reflex angles and measure and draw given angles in degrees using a protractor to the nearest degree I can calculate missing angles at a point I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles I can use conventional markings for parallel lines and right angles

I can identify, describe and represent the position of a polygon following a reflection or translation and know the shape has not changed, using coordinates in the first quadrant I can begin to use the second quadrant and the use of negative numbers to plot points, to draw sides to complete a given polygon, to translate and reflect polygons

I can complete, read and interpret information in timetables using 12 hour and 24 hour digital time I can use information presented in line graphs using a greater range of scales

I can solve puzzles and problems and reason mathematically



Year 5 Curriculum Map  
Spring Term

Topic: Natural Disasters and Climate Change and Rivers and Deserts

Visit/visitor: TBC

Parent event: TBC

## Science/Technology

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets  
I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  
I can demonstrate that dissolving, mixing and changes of state are reversible changes  
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda  
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  
I can describe the life process of reproduction in some plants and animals  
I can mix and separate materials  
I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  
I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

## Geography

I can describe and understand climate zones  
I understand the distribution of natural resources  
I can locate the world's countries and geographical regions using maps, atlases and globes  
I can identify the position of the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle  
I can describe and understand what a volcano and earthquake is and how they occur  
I can use a case study to explore the physical and human impact of volcanoes and earthquakes  
I can use maps, atlases, globes and computer mapping to locate countries and describe features  
I can use fieldwork to observe, measure and record data e.g. transport and the impact of traffic on the local environment  
I can describe and understand the key aspects of rivers and deserts  
I can find out about the importance of rivers for economic activity and trade links  
I can understand key topographical features and land-use patterns and understand how these have changed over time

## The Arts/Music

I can combine found and man-made materials in mixed media pieces to create a variety of textures and effects.  
I can independently select appropriate materials, tools and techniques for 3D projects.  
I can discuss the work of known artists (historical and contemporary) and compare to my own work  
I can listen to the lines of others and respond appropriately in improvised drama sessions  
I can show a change of pace and timing in my movements and exaggerate dance movements and motifs  
I can sing well-known songs confidently and fluently with clear diction and control of breathing  
I can perform a piece as a solo or pair to the class and in a larger group to an audience  
I can listen to a variety of genres of music and describe differences of tempo, dynamics, rhythm, pitch, orchestration and texture  
I can confidently read 5 notes in the treble clef for C position and a variety of rhythms including dotted rhythms

## PE

I can send and receive a ball in different ways  
I can keep possession of a ball  
I can dribble and move away from a defender  
I can pass effectively  
I can make up and perform a simple dance routine  
I can work with a partner and in a group to create a coherent dance  
I can give constructive feedback and use feedback to improve my own performance

## RE/PSHE

How do Christians try and follow Jesus' example?  
What inner forces affect how we think and behave?