

<div><b>English</b> <b>Reading:</b> I can make connections between books I have read that are similar. I can empathise with a character. I can discuss my understanding of what I have read. I can find evidence from a text to support impressions of a character.  <b>Handwriting:</b> I can write in neat, legible cursive with increasing speed throughout my independent writing and choosing an unjoined style where more appropriate, e.g., for labelling diagrams and in algebra.  <b>Writing:</b> I can use brackets, dashes or commas to show parenthesis. I can use a range of devices to build cohesion within and across paragraphs. I can identify the purpose and audience for my own writing and choose structure, vocabulary and grammar to reflect this effectively in my writing drafts. I can re-read my writing and others' writing and talk about what is good and what could be improved.</div>		<div><b>Maths</b> <b>Multiplication and Division:</b> I can multiply a two-digit, three-digit or four-digit number by two digits. I can use short division. I can solve problems with multiplication and division.  <b>Fractions:</b> I can multiply a unit and non-unit fraction by an integer. I can multiply a mixed number by an integer I can calculate a fraction of an amount. I can use fractions as operators.  <b>Decimals and percentages:</b> I can find equivalent fractions, decimals and percentages. I can order and compare decimals with up to 3 decimal places. I can round to the nearest whole number and one decimal place.  <b>Statistics</b> I can draw line graphs. I can read and interpret line graphs. I can read and interpret tables, including time tables.</div>		<div><b>Science</b> <b>Forces:</b> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. I can plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</div>			
<div><b>History</b> <b>Ancient Egypt</b> I can give reasons for a historical event. I can describe a historical event using more than one source. I can compare and contrast artefacts from periods of history. I can understand that the type of information available depends on the period of time. I can use a variety of sources to answer questions.</div>		<div><b>RE</b> <b>If God is everywhere, why go to a place of worship?</b> I can make connections between how believers feel about places of worship in different traditions. I can select and describe the most important functions of a place of worship for the community. I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers. I can present ideas about the importance of people in a place of worship, rather than the place itself.</div>		<div><div></div><div><b>Year 5</b> <b>Spring Term</b></div><div></div></div>		<div><b>PSHE</b> <b>Keeping Safe:</b> I can give examples of things that might influence a person to take risks online.  <b>Rights and Respect:</b> I can give examples of some of the rights I have and respect others' rights as I grow older at home and school. I can give different examples of things that I can take ownership of to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community.</div>	
<div><b>Geography</b> <b>Ancient Egypt</b> I can use maps, atlases and computer mapping to locate and describe the key features of places. I can explain how and why humans try to sustain environments (the Nile).</div>		<div><b>Computing</b> I can understand how to solve problems by decompose them into smaller parts. I can understand how to use search technologies effectively. I can understand and appreciate how search results are selected and ranked. I can understand how to use technology safely, respectfully and responsibly. I understand a range of ways to report concerns and inappropriate behaviour.</div>		<div><b>Art/Design Technology</b> I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can investigate and analyse a range of existing products. I can record my observations and use them to review and revisit ideas.</div>		<div><b>Modern Languages</b> I can listen attentively to spoken language and show understanding by joining in and responding. I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. I can engage in conversations, ask and answer questions, expression opinion and respond to others. I can speak in sentences using familiar vocabulary.</div>	
		<div><b>Music</b> I know and explain the importance of warming up my voice. I can think about the message of songs. I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. I can discuss how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</div>		<div><b>PE</b> <b>Swimming (Victoria class)</b> <div><div><b>Dance</b> I can perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best.</div><div><b>Health Related Exercise</b> Be physically active for sustained periods of time. To learn to lead healthy, active lives.</div></div></div>			

