



## Science

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.

I can explain casual relationships in an enquiry.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

I can describe and explain the movement of the Earth and other planets relative to the Sun.

I can describe and explain the movement of the moon relative to the Earth.

I can explain and demonstrate how night and day are created.

I can describe the apparent movement of the sun across the sky.

I can describe the Sun, Earth and Moon (using the term spherical).

I can explain what gravity is and its impact on our lives.

I can identify and explain the effect of air resistance.

I can identify and explain the effect of water resistance.

I can identify and explain the effect of friction.

I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

## History

### Ancient Greece

I can explain and understand the four main time periods of the Greek empire and place them on a timeline.

I can explain and understand how the political system worked in ancient Greece and compare this to our own system.

I can gain and deploy a historically grounded understanding of abstract terms such as 'economy'.

I can understand and explain the idea of a city-state and use historical sources to research Athens and Sparta.

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

I can understand how our knowledge of the past is constructed from a range of sources.

I can understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.

I can make connections, ask historically-valid questions and create my own structured accounts in the context of finding out about the Trojan War.

## Art

I can identify and draw objects and use marks and lines to produce texture.

I can create an accurate print design following criteria.

## MUSIC

I can breathe in the correct place when singing.

I can change sounds or organise them differently to change the effect.

I can use the techniques and structures of famous composers to organise my work.

I can explain why I think music is successful or unsuccessful.

## Geography

### Europe and the Wider World

I can find possible answers to my own geographical questions.

I can explain how a location fits into its wider geographical location; with reference to physical features.

I know the countries that make up the European Union.



## RE

I can show an understanding of why people show commitment in different ways.  
I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.  
I can express why I think Hindus might choose different ways to show commitment to God.  
I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.  
I can start to explain the Christian belief that Jesus was the Incarnation of God.  
I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

## MFL

I can hold a simple conversation with at least 4 exchanges.  
I can substitute words and phrases.

## DT

I can produce a detailed, step-by-step plan.  
I show that I can be both hygienic and safe in the kitchen.

## Computing

I have a greater understanding of the impact that sharing digital content can have.  
I can review sources of support when using technology.  
I know how to maintain secure passwords.  
I understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.  
I am aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.  
I know about how to reference sources in my work.  
I can search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.  
Ensuring reliability through using different methods of communication  
I can review coding vocabulary.  
I can use a sketch or storyboard to represent a program design and algorithm.  
I can use the design to create a program.  
I can design and write a program that simulates a physical system.  
I can review the use of number variables in 2Code.  
I can explore text variables.

## PE

I can use strength and control when vaulting.  
I can make complex and extended sentences on the vault.  
I can perform consistently on the vault to different audiences.  
I can combine action, balance and shape on a vault.  
I can make complex or extended sequences of movements.  
I can combine action, balance and shape.  
I can perform consistently to different audiences.  
I can perform a floor routine with a group using accurate, clear and consistent movements.  
  
I can confidently use forehand and backhand with a racquet  
I can confidently keep a ball moving in a rally with a partner  
I can use my knowledge of space when in a rally  
I can begin to apply tactics to a game situation  
I can begin to explain the rules of a simple game of tennis to a partner



## Reading Comprehension

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can retrieve record and present information from non-fiction.

I can explain and discuss my understanding of what I have read, including through formal presentation and debates.

I can draw inferences such as feelings, thoughts and motives.

I can distinguish between statements of fact and opinion.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can ask questions to improve my understanding.

## Word Reading

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

## Writing

I can use further prefixes and suffixes and understand the guidance for adding them.

I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a thesaurus.

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

I can note and develop initial ideas, drawing on reading and research where necessary.

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

I can proof-read for spelling and punctuation errors.

I can write legibly, fluently and with increasing speed.

I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can choose the writing implement that is best suited for a task.

I can use expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

## Spelling

I can spell endings which sound like /ʃəs/ spelt

–cious or –tious

I can spell endings which sound like /ʃəl/

I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency

I can spell words ending in –able and –ible

## Speaking and Listening

I can engage the listener by varying my expression and vocabulary.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I contribute and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

# Year 5 Maths



- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I can multiply and divide numbers mentally drawing on known facts up to  $12 \times 12$ .
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I can recognise and use square numbers and cube numbers; and can use the notation 2 and 3.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number using the formal written method of long division and interpret remainders appropriately.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.
- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems involving ordering, rounding and comparing numbers up to 1 000 000.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.