

Mathematics

Fractions, Ratio, Decimals and Percentages

Year 5

- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- I can read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- I can round decimals with two decimal places to the nearest whole number and to one decimal place
- I can solve problems involving number up to three decimal places
- I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

Year 6

- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{4}{1} \times \frac{2}{1} = \frac{8}{1}$]
- I can divide proper fractions by whole numbers [for example, $\frac{3}{1} \div 2 = \frac{6}{1}$]
- I can use written division methods in cases where the answer has up to two decimal places
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

The Home Front WWII



English

I can read books that are structured in different ways and read for a range of purposes

I can write for a range of purposes including poetry, play writing, story writing and newspaper reports

I can use a range of punctuation and cohesive devices across my writing

I can plan, write, evaluate and edit my writing and help others to do the same

Science

I can describe the changes as humans develop to old age.

I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;

I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

History

I can show an awareness of the concept of propaganda

I can understand that no single source of evidence gives the full answer to questions about the past.

I can use dates and terms accurately in describing events.

I can use appropriate historical vocabulary to communicate

Music

Make You Feel My Love

I can sing or play from memory.

I can perform solos or as part of an ensemble.

I can sing or play expressively and in tune.

Computing and Online Safety

I can explore a website

I can create hyperlinks to link to other people's work

I can evaluate the user experience of a website

I can add content to my own web page

I can find copyright-free images

Art and Design

Structures (prototype shelters)

I can show understanding of qualities of materials to choose appropriate tools to cut and shape

I can consider appearance, purpose, safety and reliability.

The Home Front WWII



RE

Why is the Torah so Important to Jewish People?

I can make clear connections between Jewish beliefs about the Torah and how they use and treat it

French

Quel Temps Fait-Il? (The Weather)

I can use nine key weather phrases

I can write and spell correctly nine key weather phrases

I can read and/or listen to vocabulary on the days of the week and weather descriptions.

P.E.

Dance

I can compose creative and imaginative dance sequences.

I can perform expressively and hold a precise and strong body posture.

I can perform and create complex sequences.

I can express an idea in original and imaginative ways.

I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

I can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

PSHE

I understand that I will need money to help me achieve some of my dreams.

I can identify what I would like my life to be like when I am grown up.

I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.

I appreciate the contributions made by people in different jobs.

I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.

I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.