

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

Ancient Egypt



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 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.

History

I can use sources of evidence to deduce information about the past.

I can select suitable sources of evidence, giving reasons for choices.

I can use sources of information to form testable hypotheses about the past.

I can seek out and analyse a wide range of evidence in order to justify claims about the past.

Music

You've Got A Friend

I can sing or play from memory with confidence.

I can perform solos or as part of an ensemble.

I can sing or play expressively.

I can develop an understanding of the history of music.

Computing and Online Safety

Flat File Databases

I can choose which field to sort data by to answer a given question

I can refine a chart by selecting a particular filter

Art and Design

I can make mechanisms including pulleys, gears, cams.

I can mark out and cut accurately using standard measures and refine with appropriate tools.

I can consider appearance, purpose, safety and reliability.

I can test and evaluate my work as it develops.

Ancient Egypt



RE

Crucifixion

I can explain some of the different ways that individuals show their beliefs.

French

I can answer questions orally using the topic vocabulary

I can greet & respond

P.E.

Striking & Fielding - Rounders

I can choose and combine techniques in game situations.

I can work alone, or with team mates in order to gain points or possession.

I can strike a bowled or volleyed ball with accuracy.

I can field, defend and attack tactically by anticipating the direction of play.

I can choose the most appropriate tactics for a game.

I can uphold the spirit of fair play and respect in all competitive situations.

I can lead others when called upon and act as a good role model within a team.

PSHE

I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood.

I am motivated to give my body the best combination of food for my physical and emotional health.

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.

I know how to help myself feel emotionally healthy