

## Science

### Living Things and their Habitats

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 label the parts of a plant.

### Animals, including Humans

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

## Art

I can use sketch books to record my observations and use them to review and revisit ideas.

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

I know about great artists, architects and designers in history.

# Animal Tales Year Five Spring 1



We are visiting different parts of the world experiencing stories from other cultures - from Australia to China to South America and Africa. The children will then write their own story.

We learn about the life cycles of different animals and how humans change as they age.

## Geography

### Locational knowledge

I can locate the world's countries, using maps.

I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### Place knowledge

I can understand geographical similarities and differences through the study of human and physical geography.

### Human and physical geography

I can describe and understand key aspects of:

physical geography, including: climate, rivers, mountains, volcanoes and earthquakes, and the water cycle  
human geography, including: types of settlement and land use

### Geographical skills and fieldwork

I can use maps, atlases, globes and digital/computer mapping.

## Reading

I can maintain positive attitudes to reading and an understanding of what they read by:

continuing to read and discuss an increasingly wide range of fiction and plays  
reading books that are structured in different ways and reading for a range of purposes  
increasing their familiarity with a wide range of books  
recommending books that they have read to their peers, giving reasons for their choices  
identifying and discussing themes and conventions in and across a wide range of writing  
making comparisons within and across books  
learning a wider range of poetry by heart  
preparing poems and plays to read aloud and to perform

I can understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
asking questions to improve their understanding  
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
predicting what might happen from details stated and implied  
summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  
identifying how language, structure and presentation contribute to meaning

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

I can distinguish between statements of fact and opinion

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

I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

I can provide reasoned justifications for their views.

I can use grammatical features when reading.

## Writing

I can plan my writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for my own.

I can plan my writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.

I can plan my writing by beginning to consider how authors have developed characters and settings.

I can draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

I can draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.

I can draft and write by beginning to precise longer passages.

I can draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.

I can evaluate and edit by beginning to assess the effectiveness of my own and others' writing.

I can evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.

I can evaluate and edit by beginning to use the correct tense throughout a piece of writing.

I can evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing and choosing the appropriate register.

I can proof-read for spelling and punctuation errors.

I can perform my own compositions, beginning to use appropriate intonation, volume so that meaning is clear.

I can indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.

I can use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph

I can use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time

I can indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.

## Maths

I can multiply and divide numbers mentally drawing upon known facts.

I can multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers.

I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.

I can solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

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

I can identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

I can recognise mixed numbers and improper fractions and convert from one form to the other.

I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.

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.

I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

I can read, write, order and compare numbers with up to three decimal places.

I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

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 percent 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.

I can solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25.