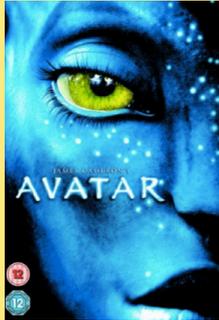


## English

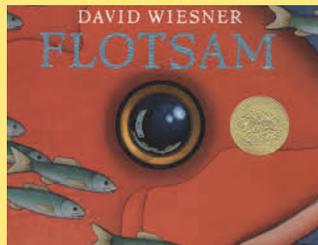
**Avatar (clips from film)** – Description, Scientific Report, Playscript



**Cosmic Disco** - Poetry



**Flotsam** – Story, Non Chronological Report



## Maths

### Place Value & Roman Numerals

Interpret negative numbers in context, count forwards and backwards with negative numbers including through zero  
Read Roman numerals to 1000 and recognise years written in Roman numerals

### Addition & Subtraction

Use rounding to check answers to calculations and determine, in the context, levels of accuracy

### Multiplication & Division

Divide numbers up to four digits by a one digit number using the formal written short division and interpret remainders appropriately for the context

### Measures: Area

Calculate & compare the area of rectangles (including squares) including using square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) & estimate the area of irregular shapes

### Geometry: Reflection & Translations

Identify, describe and represent the position of a shape following a reflection using the appropriate language and know that the shape has not changed

### Geometry

Distinguish between regular and irregular polygons based on reasoning about angles

### Multiplication & Division

Multiply and divide whole numbers and those involving decimals by 10, 100

### Geometry

Identify 3D shapes, including cubes and other cuboids, from 2D representations  
Use the properties of rectangles to deduce related facts & find missing lengths

### Fractions

Recognise mixed numbers and improper fractions and convert from one form to another  
Write mathematical statements

### Measures

Estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes, including cuboids) (e.g. water)  
Convert between different units of metric measure (e.g. km/m; cm/m; cm/m<sup>2</sup>)

### Statistics

Solve comparison, addition and difference problems using information presented in bar charts and pictograms

### Consolidate and Assess

## History

### Chronological Understanding

Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?

Can they use their mathematical skills to work exact time scales and differences as need be?

### Knowledge & Interpretation

Can they describe historical events from the different period/s they are studying/have studied?

### Historical Enquiry

Can they research the life of one person in Space History?

## Geography

### Geographical Enquiry

Can they collect information about a place and use it in a report?

Can they find possible answers to their own geographical questions?

### Human Geography

Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

Can they explain what a place might be like in the future, taking account of issues impacting on human features?

### Geographical Knowledge

Can they name and locate many of the world's major rivers on maps?

Can they name and locate many of the world's most famous mountain regions on maps?

Can they locate the USA and Canada on a world map and atlas?

Can they locate and name the main countries in South America on a world map and atlas?

Can they use Internet services to accomplish a given goal?  
Can they collect and present data using a variety of software?  
Can they analyse data and information?  
Can they evaluate information?

### Information Technology

Can they present information using different software?

### Computer Science

Can they design and create programs?

Do they use logical reasoning to detect and correct errors in algorithms and programs?

rondo form?

### Composing (inc. notation)

Can they change sounds or organise them differently to change the effect?

Can they compose music which meets specific criteria?

Can they use their notations to record groups of pitches (chords)?

Can they use a music diary to record aspects of the composition process?

Can they choose the most appropriate tempo for a piece of music?

### Appraising

Can they describe, compare and evaluate music using musical vocabulary?

Can they explain why they think their music is successful or unsuccessful?

Can they suggest improvements to their own or others' work?

Can they choose the most appropriate tempo for a piece of music?

Can they contrast the work of famous composers and show preference?

### Steel Pans



## Year 5 Spring Topic Pu A Galaxy Far, Far

## Science

### Earth & Space

Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?

Can they explain how seasons and the associated weather is created?

Can they describe and explain the movement of the Moon relative to the Earth?

Can they describe the sun, earth and moon as approximately spherical bodies?

Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?

Can they compare the time of day at different places on the earth?

Can they create shadow clocks?

Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?

Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)

### Forces

## Languages

### Listening & responding

Do they understand longer passages made up of familiar language in simple sentences?

Can they identify the main points and some details?

### Speaking

Can they hold a simple conversation with at least 3-4 exchanges?

Can they use their knowledge of grammar to adapt and substitute single words and phrases?

### Reading & responding

Can they understand a short story or factual text and note some of the main points?

Can they use context to work out unfamiliar words?

### Writing

Can they write a paragraph of about 3-4 simple sentences?

Can they adapt and substitute individual words and set phrases?

Can they use a dictionary or glossary to check words they have learnt?

### PSHE

### Relationships

Can they face new challenges positively by collecting information, looking for help, making responsible choices, and taking action?

## Home Learning Opportunities

Ideas of places you could visit:

- [Greenwich Observatory](#)
- [Orford Solar System Walk](#) (World's biggest)
- [The Observatory Science Centre](#) in East S
- Science Museum
- Library visits – non fiction books and fiction  
'There's No Place Like Space'

Other possible ideas to do at home:

- Visit the [Galaxy Zoo website](#)
- Watch the [Storybots Songs](#)