

Computing

Computing systems and networks - Systems and searching

1. I can explain that computers can be connected together to form systems.
2. I can recognise the role of computer systems in our lives.
3. I can identify how to use a search engine.
4. I can describe how search engines select results.
5. I can explain how search results are ranked.
6. I can recognise why the order of results is important, and to whom.

Online Safety - Self Image and Identity

PE

Athletics

1. I can understand pace and apply different speeds over varying distances.
2. I can develop fluency and co-ordination when running for speed.
3. I can develop technique in relay changeovers.
4. I can build momentum and power in the triple jump.
5. I can develop throwing with force for longer distances.
6. I can develop throwing with greater control and technique.

+ Hempshill mile

PSHE

Being Me in My World

1. I can face new challenges positively and know how to set personal goals.
2. I understand my rights and responsibilities as a citizen of my country.
3. I understand my rights and responsibilities as a citizen of my country and as a member of my school.
4. I can make choices about my own behaviour because I understand how rewards and consequences feel.
5. I understand how an individual's behaviour can impact on a group.
6. I understand how democracy and having a voice benefits the school community and know how to participate in this.
7. Lifesavers – How does money make us feel?

Art

Drawing

1. I know that the Bayeux tapestry is artwork and can be used as a historical source
2. I can retell the events of the Battle of Hastings by studying different sections of the Bayeux tapestry.
3. I can use pencil to draw stickmen figures and animals which are static or look like they are moving.
4. I can use pencils and pencil crayons to represent a section of the Bayeux tapestry.

History

Anglo-Saxons

1. I can place the Anglo Saxons on a timeline and say why they came to Britain.
2. I can use sources to find out about Anglo Saxon settlements.
3. I can use sources of evidence to find out about the Anglo Saxons way of Life and compare it to Roman life.
4. I can be an archaeologist and identify mounds on the Sutton Hoo burial site and recognise how we know historical facts about it– photo evidence.
5. I can show what I have learnt

Year 5 Autumn 1 TOPIC - Anglo Saxons

Spanish

Description – Eyes and Hair

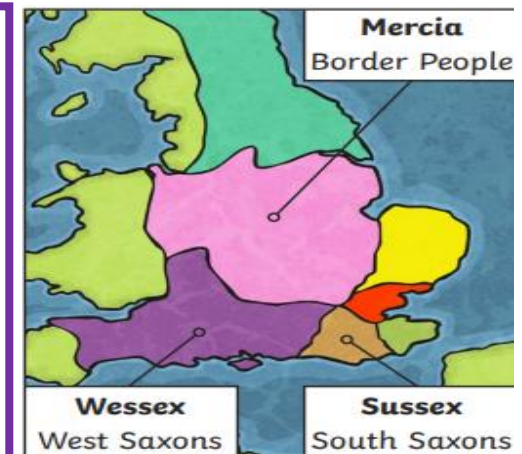
1. I can write a short paragraph about me.
2. I can describe the colour of my eyes.
3. I can describe my hair and eyes.
4. I can describe the style and length of my hair.
5. I can describe other people's eyes and hair.
6. Cultural lesson: To learn what they do in Peru instead of Halloween.

Music

Blues

1. I know some features of Blues music.
2. I can play the first line of the 12-bar Blues.
3. I can play the 12-bar Blues.
4. I can play the Blues scale on a tuned instrument.
5. I can improvise with notes from the Blues scale.

Instrumental: Djembe drums



Enrichment

Classroom Promises
 Acceptable Use Agreement for technology
 Harvest Festival – give to Bulwell Food Bank
 Primary Parliament Elections
 Cake sale and non-uniform day to raise money for breast cancer
 Money Sense – How does money make me feel?
 Vicar Bulwell St Marys – Assembly
 Area Band
 Music Band Camp Residential
 Football Club



The Anglo Saxons did not like the stone houses left by the Romans, so they built villages called settlements.

Maths

1. Place Value

Roman numerals to 1,000
 Numbers to 10,000
 Numbers to 100,000
 Numbers to 1,000,000
 Read and write numbers to 1,000,000
 Powers of 10
 10/100/1,000/10,000/100,000 more or less
 Partition numbers to 1,000,000
 Number line to 1,000,000
 Compare and order numbers to 100,000
 Compare and order numbers to 1,000,000
 Round to the nearest 10, 100 or 1,000
 Round within 100,000
 Round within 1,000,000

2. Addition and Subtraction

Mental strategies
 Add whole numbers with more than four digits
 Subtract whole numbers with more than four digits
 Round to check answers
 Inverse operations (addition and subtraction)
 Multi-step addition and subtraction problems
 Compare calculations
 Find missing numbers

3. Multiplication and Division A

Multiples
 Common multiples
 Factors
 Common factors

English

Writing

- Report -To inform – Anglo Saxon Life
 - Use a variety of sentence structures (compound and complex with some commas for clarity.
 - Ensure subjects and verbs agree e.g I am, he is, they are, I was, you were.
 - Apostrophes for contraction and possession (including for plural nouns)
- Diary – To entertain -Anglo Saxon Boy
 - Describe settings and characters with growing precision in narrative
 - Use accurate sentence punctuation, question marks, exclamation marks.
 - Use fronted adverbials with a comma – cohesive devices).
 - Use cohesion within a paragraph. E.g. then, after, that, firstly.

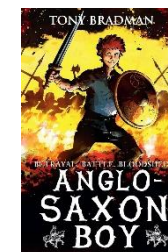
Reading

Whole Class Reading:

Anglo Saxon Boy

Reading for Pleasure text:

Anglo Saxon Boy



R.E.

Inspirational people in today's world

- 1-3. I know about the lives and motivations of some inspirational people from different religions.
4. I can present my ideas and give evidence for why these leaders are inspiring and deserve to be recognised.

