# **Art**

-Use lines to produce texture

-Experiment with shading to create mood and feeling

-Experiment with media to create emotion in art

**Numeracy**

-Count forwards or backwards in steps of powers of 10 for any given number up to 1, 000, 000**.**

-I can round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10000 and 100000

-I can read, write, order and compare numbers to at least 1, 000, 000.

-I can determine the value of each digit in numbers up to

1, 000, 000

-I can read Roman numerals to 1, 000 and recognise years written in Roman numerals

-I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

|  |
| --- |
| I can |

# **Literacy**

Legends

|  |
| --- |
| Develop characters through description, action and dialogue |
| Grammar and Vocabulary to impact on the reader |
| Add well chosen detail to interest the reader |
| Use Stylistic devices to create effects writing |

**Science**

-Know the life cycle of different living things e.g. mammal, amphibian, insect

-Reproduction in plants

-Reproduction in animals

-Describe the changes as humans develop to old age.

-Create a timeline to indicate stages of growth in humans

*Knowledge Organiser Autumn 1*

*Year Five*

***Welcome Back!***

# Relationship Education

**HEALTH AND WELLBEING**

Identity; personal attributes and qualities similarities and differences; individuality; stereotypes

What makes up our identity?

**Computing**

* Use technology to control an external device

# **R.E**

**Why do some people believe God exists?**

-Outline clearly a Christian

understanding of what God is

like, using examples and

evidence

-Give examples of ways in which

believing in God is valuable in

the lives of Christians, and ways

in which it can be challenging

Express thoughtful ideas about

the impact of believing or not

believing in God on someone’s

life (B1).

 Present different views on why

people believe in God or not,

including their own ideas (C1).

# **Music**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-maintain own part whilst others are performing their part

**PE**

-create complex extended sequences

-combine action, balance and shape

- perform consistently to different audiences

-pick up on something a partner does well and also on something that can be improved

-know why own performances was better or not as good as their last.

**History**

* *Know about how the Anglo- Saxons attempted to bring about law and order in the country*
* *Know that during the Anglo-Saxon period Britain was divided in to many kingdoms*
* *Know that the way the kingdoms were divided led ti the creation of some of our county boundaries today*
* *Use a timeline to show when the Anglo-Saxons were in England*

Vikings

*-Know where the Vikings came from and show this on a map*

*-Know that the Vikings and Anglo- Saxons were often in conflict*

# **Spanish**

-Name and describe people, a place and an object

-Give response using a short phrase

-Write phrases from memory