# **Art**

Know how to organise line,tone,shape and colour to represent figures and forms in movement

Numeracy

* Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents.
* Count forwards and backwards in steps of 0.01, 0.1, 1, 10, 100, 1000 from any positive integer or decimal.
* Order and compare whole numbers up to 1 000 000, negative numbers and decimals with up to two decimal places.
* Know by heart facts for all multiplication tables up to 12 x 12.
* Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).
* Use partitioning to double or halve any number, including decimals to two decimal places.
* Multiply and divide whole numbers and decimals with up to two decimal places mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg etc.
* Round whole numbers to the nearest 10, 100, 1000 or a number with up to two decimal places to the nearest integer or number of decimal places.
* Count in fraction steps and convert equivalent fractions (e.g. count in steps of $\frac{1}{12}$ converting to $\frac{1}{12}$, $\frac{1}{6}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{5}{12}$, $\frac{1}{2}$, ...).

# **Literacy**

This half ter children will be loking at writng Newspaper reports and information booklets- they will focus on the following objectives

To use text become familiar with information writing

To develop genre specific text types

To use commas for ambiguity

To use modal verbs

To use relative clauses

*Knowledge Organiser Srping 1*

*Year Five*

**Science**

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – and the impact on our lives.

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

# **R.E**

What does it mean to be a Muslim in Britain today?

Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).

• Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).

 • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).

• Make connections between the key functions of the mosque and the beliefs of Muslims (A1

# Relationship Education

- LIVING IN THE WIDER WORLD Money; making decisions; spending and saving What decisions can people make with money?

· How people make decisions about spending and saving money and what influences them · how to keep track of money so people know how much they have to spend or save

· How people make choices about ways of paying for things they want and need (eg from current accounts/saving; store card/credit cards; loans) · How to recognise what makes something ‘value for money’

# **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

**History**

**Continue to…**

***-****Describe events from the past*

*-Know how an event or events from the past has shaped our life today*

*-Draw an accurate timeline with different historical periods showing key historical events lives of significant people*

*-Know how crime and punishment over a period time*

*-Know how Britain has major influence on the world*

*-Know how the lives of wealthy people were different from the lives of poorer people.*

**PE**

This half term the children will continue cricket provided by outside Coaches on a Thursday afternoon.

# **Spanish**

Children will learn about Spanish Christmas traditions and the vocabulary to match

**Computing**

Online Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

-understand that they have to make choices when using technology and that not everything is true and/or safe

-understand that they have to make choices when using technology and that not everything is true and/or safe