

| PATHS/PSHE | Key Skills |
|--------------------|---|
| Goals and Identity | <p>I can set goals.</p> <p>I can make a plan to achieve my goal.</p> <p>I can overcome obstacles.</p> |

| History/Geography | Key Skills |
|---|--|
| Non-European Society— Mayan Civilisation | <p>I can use an atlas to locate countries and label some human characteristics.</p> <p>I can make comparisons and links between features of past societies (such as religion, houses and society).</p> <p>I can select and combine materials from different sources to build up a picture of life.</p> <p>I can begin to discover and understand primary and secondary sources.</p> <p>I can test out a hypothesis in order to answer questions.</p> |

| Languages | Key Skills |
|--------------------|--|
| French | <p>I can hold a simple conversation with at least 4 exchanges.</p> <p>I can use the context to work out unfamiliar words.</p> <p>I can write a paragraph of 4—5 sentences.</p> |
| Leisure Activities | |
| Telling the Time | |

| RE | Key Skills |
|---------------------------------------|--|
| Sikhism— Understanding life as a Sikh | <p>I can discuss how Sikhism began.</p> <p>I can explain what a 'guru' is.</p> <p>I can identify the '5 Ks' in Sikhism and explain their importance.</p> <p>I can retell the Sikh story of creation.</p> |

| English |
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| <p>Year 5 follow the National Curriculum for English focusing on spoken language, reading and writing. We work to the Year 5 expectations of spelling, vocabulary and grammar.</p> <p>Traditional Tales—Exploring 'Cinderella' from a range of cultures. Narrative—rewriting 'Cinderella' with a modern twist. Poetry—Limericks.</p> |

Year 5 – Spring Term 1

Subjects and skills

| Maths |
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| <p>We follow the National Curriculum Year 5 Programme of Study in Maths. Topics for this half term include: Place value, Roman numerals, negative numbers, addition, subtraction, word problems, fractions and mental and written multiplication and division.</p> |

| Art and Design | Key Skills |
|----------------|--|
| Mayan Masks | <p>I can explore colour theory to express emotion in my art.</p> <p>I can identify and respond to historical artwork.</p> |
| Cooking | <p>I can follow a recipe.</p> <p>I can use a range of equipment competently.</p> <p>I show that I can be safe and hygienic in the kitchen.</p> |

| Science | Key Skills |
|-------------------------------------|--|
| Working Scientifically | <p>I can plan different types of scientific enquiry.</p> <p>I can control variables in an enquiry.</p> <p>I can measure accurately and precisely using a range of equipment.</p> <p>I can record data and results using tables.</p> <p>I can use the outcome of test results to make predictions and set up a further comparative test.</p> <p>I can explain a conclusion from an enquiry.</p> <p>I can relate the outcome of an enquiry to scientific knowledge in order to state if evidence supports or refutes a theory.</p> |
| Properties and Changes of Materials | <p>I can group materials based on their properties.</p> <p>I can use the results from a fair test to explain the choice of materials for everyday objects.</p> <p>I know some materials dissolve in liquid to form a solution and how to recover these substances.</p> <p>I can conduct a fair test into the effect of temperature on evaporation.</p> <p>I can separate mixtures using sieving and filtering.</p> <p>I can use knowledge of solids and liquids to decide how to separate a mixture and present my finding to the class. I know which changes are reversible and which are irreversible.</p> |

| Music | Key Skills |
|--|---|
| Old School Hip Hop— Fresh Prince of Bel Air | <p>I can sing songs from memory with accurate pitch.</p> <p>I can breathe in the correct place when singing.</p> <p>I can sing songs from memory with accurate pitch.</p> |

| Computing | Key Skills |
|---------------------------|---|
| Online Safety Blogging | <p>I can discuss the risks of online use of technology,</p> <p>I can identify how to minimise risks,</p> <p>I can use a range of technology for a specific project,</p> |