

## MUSIC

- Identify a rhythm.
- Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians.
- Find an understanding and/or connection to the song or music.

## FRENCH

- Greetings
- Family
- Look at me

## ART and DT

- Comment on artworks with a fluent grasp of visual language.
- Create original pieces that show a range of influences and styles
- Use a range of visual elements to reflect the purpose of the work.

### P.E.

- Netball – attacking and defending
- Gymnastics: Balance/ Control/ Flexibility

**Knowledge:** Know that taught skills and strategies are transferable and can be applied to a variety of different sports.



Term 1 - Year 5 and 6

## MATHS

### Number – Place Value

- Count forwards or backwards in steps of 10 for any given number up to 1 000 000.
- Count forwards and backwards with positive and negative whole numbers, including through zero.
- Interpret negative numbers in context.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read roman numerals up to 1000 and recognize years written in roman numerals.

### Number – Addition and subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods.
- Add and subtract numbers mentally with increasingly large numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Number – Multiplication and division

- Identify factors and multiples, including finding all factor pairs of a number and common factors of two numbers.
- Recognise and use square and cube numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

## WWO: Trust

- Knowing and using names.
- Eye contact

## ENGLISH

- Read most unfamiliar words and predict the meaning of related words using prior knowledge.
- Identify and retrieve relevant points and key ideas from different points in a text.
- Compare and contrast the styles of different writers.
- Identify the ways in which one paragraph is linked to the next.
- Take part in discussions, taking account of what others say.
- Understand the motives of characters.
- Refer to the text to support predictions and provide examples.
- Use further prefixes and suffixes.
- Spell many words with silent letters.
- Distinguish between more complex homophones. Select appropriate forms of writing after identifying the audience and purpose of the writing.
- Draft and write by selecting appropriate grammar.
- Understand how the passive affects the presentation of information. Identify how an author uses bullet points within a text.

## SCIENCE – Animals including humans

- Describe the changes as humans develop from birth to old age.
- Research gestation periods.
- Communicate data using a scatter graph.
- Present conclusions.
- Use evidence to refute or support an idea.

### Knowledge

Know that during puberty, boys and girls go through physical and emotional changes.

## COMPUTING

- Recognise how data is transferred across the internet.
- Explain how sharing information online can help people to work together.
- Evaluate different methods of online communication

### Knowledge

To know how computing systems and networks allow communication and collaboration

## GEOGRAPHY

- Locate Europe on a world map and identify some of its characteristics.
- Locate some of Europe's countries and capitals, and find out more about them
- Compare life in Athens with my life and my local area.

### Knowledge

- Know that Europe is made up of many countries with different geographical characteristics.
- Know that European countries can have very different cultures.

## RE: Exploring Christianity

- What does it mean if Christians believe God is holy and loving?

## PSHE – Relationships

- Families and friendships
- Managing friendships and peer influence.