

Mathematics

Fractions, Ratio, Decimals and Percentages

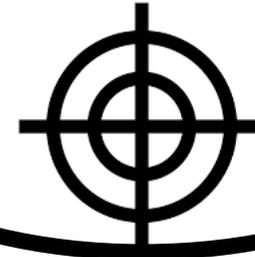
Year 5

- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- I can read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- I can round decimals with two decimal places to the nearest whole number and to one decimal place
- I can solve problems involving number up to three decimal places
- I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

Year 6

- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{4}{1} \times \frac{2}{1} = \frac{8}{1}$]
- I can divide proper fractions by whole numbers [for example, $\frac{3}{1} \div 2 = \frac{6}{1}$]
- I can use written division methods in cases where the answer has up to two decimal places
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

SECRET AGENTS



English

I can read books that are structured in different ways and read for a range of purposes

I can write for a range of purposes including poetry, play writing, story writing and newspaper reports

I can use a range of punctuation and cohesive devices across my writing

I can plan, write, evaluate and edit my writing and help others to do the same

Science

I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution;

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic;

Geography

Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Music

A New Year Carol

I can sing or play expressively and in tune.

I can hold a part within a round.

I can sing a harmony part confidently and accurately.

I can use and understand simple time signatures.

Computing and Online Safety

3D Modelling

I can create digital 3D objects of an appropriate size

I can identify the 3D shapes needed to create a model of a real-world object

Art and Design

I can explore and develop a range of printing techniques – mono printing, block printing, relief or indented method.

I can create printing blocks using sketchbook ideas – design prints.

I can create abstract patterns to reflect personal experiences and expression.



RE

Creation Stories

I can explain how religious beliefs shape the lives of individuals and communities.

I can explain the practices and lifestyles involved in belonging to a faith community.

French

I can listen and respond to topic vocabulary

I can answer questions orally using the topic vocabulary

P.E.

Gymnastics

I can hold shapes that are strong, fluent and expressive.

I can include in a sequence set pieces, choosing the most appropriate linking elements.

I can vary speed, direction, level and body rotation during floor performances.

I can practise and refine the gymnastic techniques used in performances (listed above).

I can demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).

I can use equipment to vault and to swing (remaining upright).

PSHE

I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).

I understand why it is important to stretch the boundaries of my current learning.

I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.

I can set success criteria so that I will know whether I have reached my goal.