

# Progress

Year 5 Spring 1



## History: American & French Revolutions; the abolition of slavery

- To understand that there were 13 original British colonies that settled in America by 1770.
- To investigate the relationship between the colonies and Britain was broken during the Seven Years War
- To explore the reasons for the American Revolution
- To understand that the separation of wealth in France between 1774 and 1789 was very drastic.
- To investigate the causes and events of the French Revolution, and to compare with the American Revolution
- To understand the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the Americas

## Science: Evolution

- To know about evolution and can explain what it is.
- To know how fossils can be used to find out about the past.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution - recognise that living things have changed over time and that fossils provide information.

## Geography:

- I can describe places I have studied in terms of their economic development as well as their physical and human characteristics
- I can name, locate and describe particular regions of the UK and the surrounding seas and describe where they are in relation to each other (particularly Western England - Bristol)
- I can describe human, physical and economic characteristics of these areas, such as different types of land-use, natural resources, trade, industry and farming.

## English

### Reading: Kensuke's Kingdom, Poetry

- To be able to give/explain the meaning of words in context.
- To know how to retrieve and record information/ identify key details from fiction and non-fictions.
- To understand how to explain and justify inferences with evidence from the text.
- To be able to predict what might happen from details stated and implied.
- To know how to explain how meaning is enhanced through choice of words and phrases.
- To be able to make comparison within and across texts.

### Writing: Holes, The Tempest

- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- To describe settings, characters and atmosphere.
- To integrate dialogue in narratives to convey character and advance the action
- To select vocabulary and grammatical structures that reflect what the writing requires.
- To use the range of punctuation taught at key stage 2 mostly correctly
- To spell correctly most words from the Yr 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

## Mathematics:

- To solve problems in a range of contexts. To start to compare and order fractions whose denominators are all multiples of the same number with support.
- To start to distinguish between regular and irregular polygons based on reasoning about equal sides and angles with support. To start to read and write decimal numbers as fractions with support.
- To start to use all four operations to solve simple problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling with support.
- To start to identify, name and write equivalent fractions of a given fraction. To start to add and subtract fractions with the same denominator and multiples of the same number with support.
- To start to identify simple 3-D shapes, including cubes and other cuboids, from 2-D representations with support.
- To start to recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number To be able to read and convert between fractions, decimals and percentages. To convert between metric units. To start to identify, describe and represent the position of a shape following a reflection or translation

## Art: Pippa Ward – Sculpture

- Plan and develop ideas.
- Explore shape, forms, modelling and joining.
- Creating forms from observation or imagination.
- Properties of media.
- Discuss and evaluate own work and that of other sculptors.

## Computing: Video Editing

- To recognise video as moving pictures that can be combined with audio and identify the key concepts of comparison.
- To recognise that some digital devices can capture video using a camera.
- To recognise that video can be captured by a person operating a camera and this could be automatically.
- To review and identify the key features of a good video but also how it can be improved.
- To recognise that video can be improved through editing.
- To consider the results of choices made.

## Music:

History of music: Classical Era (1750-1820)

Music appreciation: The Blues

- To sing in unison with clear dictation, controlled pitch and sense of phrase with awareness of breathing
- To continue to play the ukulele with an increasing range of notes



## PE:

### Real P.E (Social)

*Dynamic balance on a line, counter balance with a partner.*

### Swimming

## Spanish: Keeping Fit

- To express likes/dislikes of different sporting activities in Spanish.
- To understand and express simple opinions.
- To listen attentively and understand more complex phrases and sentences.
- To make simple sentences.

## RE: How is God three and yet one?

- To understand that God is a Trinity – Father, Son and Holy Spirit
- To explore and understand that each Person of the Trinity has a distinct character and purpose, but is still part of the other two
- To know that this understanding of God is unique to Christianity
- To explore and understand that symbols are sometimes used to express deep Christian beliefs about the Trinity
- To understand that Jesus and God the Father are with Christians in the Person of the Holy Spirit

## PSHE: Living in the wider world

- To explore and understand why protecting the environment is important and understand how to show compassion towards others.
- To understand and explore how information online is targeted, looking at different media types and their role and impact.
- To be able to identify job interests and aspirations and understand what influences career choices and workplace stereotypes.