

## Year 5 Spring Term 2017

<u><b>Maths</b></u>	<u><b>Literacy</b></u>	<u><b>Science</b></u>
<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>To recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>To recognise the place value of numbers up to one millions and down to thousandths and recognise biggest/smallest decimal and explain how they know.</li> <li>To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 and to round decimals with two decimal places to the nearest whole numbers and to one decimal place.</li> <li>To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.</li> </ul> <p><b>Shape-quadrilaterals, types of triangles, reflections and translations:</b></p> <ul style="list-style-type: none"> <li>To identify and know the properties of quadrilaterals and types of triangles.</li> <li>To identify, describe and represent the position of a shape following a reflection or translation using the appropriate language, and know that the shape has not changed.</li> </ul> <p><b>Shape-Perimeter and area:</b></p> <ul style="list-style-type: none"> <li>To calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li>To calculate the area and perimeter of compound shapes.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>To convert between different units of measure (kilometre and metre; metre and centimetre;</li> </ul>	<p>This term children will be looking at many of the literacy objectives through their Topic, The Vikings versus the Saxons.</p> <p>They will focus on the following genres and related objectives:</p> <p><b>Recounts (Particularly Historical Recounts)</b></p> <ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> <li>Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>Write paragraphs that give the reader a sense of clarity.</li> <li>Write paragraphs that make sense if read alone.</li> <li>Write cohesively at length.</li> </ul> <p><b>Persuasive Writing.</b> As well as deepening the work on the above we will focus particularly on being able to:</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>relative clauses</li> <li>modal verbs</li> <li>relative pronouns</li> <li>brackets</li> <li>parenthesis</li> <li>a mixture of active and passive voice</li> <li>a clear subject and object</li> <li>hyphens, colons and semi colons</li> <li>bullet points.</li> </ul> <p>Write fluently and legibly with a personal style.</p> <p><b>Fiction - Write stories that contain historical characters or events.</b></p> <ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> </ul>	<p>This term, the children will also be discovering how forces affect everything around us. They will be taught to:</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>The children will also study Earth's movement in space:</p> <ul style="list-style-type: none"> <li>Describe the movement of Earth relative to the Sun.</li> <li>Describe the movement of the Moon relative to Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the ideas of the Earth's rotation to explain day and night.</li> </ul> <p><b>The children will work scientifically to develop the following skills:</b></p> <ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> <li>Use appropriate techniques, apparatus, and materials.</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Record data and results.</li> </ul>

<p>centimetre and millimetre; kilogram and gram; litre and millilitre).</p> <ul style="list-style-type: none"> <li>• To understand and use basic equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>• To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</li> </ul> <p><b>Fractions and decimals:</b></p> <ul style="list-style-type: none"> <li>• To find equivalent FDP.</li> <li>• To recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements <math>&gt; 1</math> as a mixed number: <math>2/5 + 4/5 = 6/5 = 11/5</math>.</li> <li>• To add and subtract fractions with the same denominator and multiples of the same number. (e.g. <math>1/25 + 1/5 + 1/50</math>    <math>7/10 + 7/10 + 3/10</math>)</li> </ul> <p><b>Time and timetables:</b></p> <ul style="list-style-type: none"> <li>• To be able to tell the time to the nearest minute.</li> <li>• To be able to convert from different units of time (mins to hours and vice versa)</li> <li>• To solve time word problems To be able to read timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul> <p>In discrete grammar and spelling lessons, the children will focus on developing age-related spelling strategies, and their understanding of grammatical terms and usage.</p>	<ul style="list-style-type: none"> <li>• Report findings from enquiries, including oral and written explanations of results.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions.</li> </ul>
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