

I can identify the main features and some countries on a world map

Year 5	Fluency	Close	Fluency	Close	Extended
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Maths Planned by: Y6 - OJ	Unit 1 – Use knowledg e of part– part– whole structure to solve additive problems	Unit 1 – Use knowledg e of part– part– whole structure to solve additive problem s	Unit 2 – Use equival ence and compe nsatio n to simplif y and solve additio n calcula tions	Unit 2 – Use equival ence and compe nsatio n to simplif y and solve additio n calcula tions	Unit 3 – Use equivale nce and compens ation to simplify and solve subtracti on problem s	Unit 3 – Use equiva lence and compe nsatio n to simplif y and solve subtra ction proble ms	Unit 4 – Multipl es of 1,000	Unit 5 – Under stand place value within numb ers with up to 7 digits		Unit 6 – Order , comp are and calcu late with numb ers up to 8 digits	Unit 7 – Roun ding and solving probl ems with numb ers up to 7 digits	Unit 8 – Draw , com pose and deco mpo se shap es	Unit 8 – Draw , com pose and deco mpo se shap es			
Geog/History Planned by:	What was WW2 and why did it start?	What countries fought in WW2?	What were the allied forces and what were their successe s?	What happene d in Britain during WW2?	What was the Blitz and its impact on Hull?	What was the Battle of Britian?	How did WW2 end?	What do I know about WW2?		I can <u>identify</u> the <u>main</u> <u>feature</u> <u>s</u> and <u>some</u> <u>countri</u> <u>es</u> on a <u>world</u> <u>map</u>	I can <u>locate</u> the 4 th <u>largest</u> <u>contin</u> <u>ent</u> , <u>South</u> <u>Americ</u> <u>a</u> , on a <u>world</u> <u>map</u> . I know the <u>countri</u> <u>es</u> that <u>make</u> <u>up</u> <u>South</u> <u>Americ</u> <u>a</u> .	I can <u>identif</u> y the <u>climat</u> <u>e</u> , <u>biomes</u> <u>and</u> <u>vegeta</u> <u>tion</u> <u>belts</u> <u>of</u> <u>South</u> <u>Americ</u> <u>a</u> . What are <u>some</u> <u>of the</u> <u>key</u> <u>geogra</u> <u>phical</u> <u>feature</u> <u>s</u> of <u>South</u> <u>Americ</u> <u>a</u> ?	I know that the world's largest rainfor est and world's second longest river are locate d in South Americ a (GC). What are <u>some</u> <u>of the</u> <u>key</u> <u>geogra</u> <u>phical</u> <u>feature</u> <u>s</u> of South	I know that the Andes is a major mount ain range and Patago nian is a desert in South Americ a. What are <u>some</u> <u>of the</u> <u>key</u> <u>geogra</u> <u>phical</u> <u>featur</u> <u>es</u> of South	I know what a global supply chain is and can research h three countri es in more detail. What impact does South Americ a have on the world?	

Science Planned by: Scientist focus: Carl Linnaeus	Retrieval I can explain the apparent movement of the sun across the sky	I can explain that light appears to travel in straight lines from light sources-our eyes and from light sources-object-eyes.	I can understand how mirrors reflect light using the angles of incidence and reflection.	I can investigate how refraction changes the direction of which light travels.	I can explore white light and a prism of simple and complex colours.	I can explain how shadows are formed and what affects their size, direction and shape.	I can construct a concept map to show what I know (end of unit knowledge assessment.)			Retrieval To group, using, pictorial prompts into those living, dead and was never alive, giving reasons for their choices.	I can explain who Linnaeus was and use his classification system;	Identifying similarities and differences between living things in order to determine their classification	I can design and test out a classification key for birds, bees or butterflies, identifying potential flaws.	I can design and test classification keys to classify leaves found in my local environment,	I can use descriptions of features, and online research, to describe their characteristics and classify unusual living things.	I can construct a concept map to show what I know (end of unit knowledge assessment.)
Computing Planned by: Teach computing - ME		Computing systems and networks – To explain the importance of internet addresses	Computing systems and networks – To recognise how data is transferred	Computing systems and networks – working together	Computing systems and networks – To explain how sharing information online can help	Computing systems and networks – To recognise how we communicate	Computing systems and networks – To evaluate method of differences	Computing systems and networks – To evaluate method		Creating media – web page creation – Review a website and	Creating media – web page creation – To plan features	Creating media – web page creation – copyTo consider	Creating media – web page creation – To recognise	Creating media – web page creation – To outline the	Creating media – web page creation – Think before you link	

			across the internet		people to work together	unicate using technology	t online communication	d of different online communication		consider its structure	res of a webpage	der the ownership and use of images	the need to preview pages	need for a navigation path	To recognise the implications of linking to content owned by other people	
Art Planned by: Anna	To be able to describe and explain the process of sculpting and what materials are good to sculpt with.	To be able to describe and explain why clay is an effective material to use when sculpting.	To be able to recognise sculptures created by Antony Gormley. To be able to recreate a sculpture based on Antony Gormley's sculptures.	To be able to design and create a sculpture inspired by Antony Gormley.	To be able to design and create a sculpture inspired by Antony Gormley.	To be able to critique their art work and that of their peers.	To be able to describe and explain the process of sculpting and what materials are good to sculpt with.									
DT Planned by: Anna										Key events: How have key events such as	Research: what products can bags be	Focus task: How can materials be	Design: To design innovative, functional and appealing	Making: To select from and use a wider range	Making: To select from and use a wider range of tools	Evaluating How effective your final pro

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