

My Learning Journey



Name:

Year: 5

A Year 5 Mathematician

Place Value

1. I can count forwards and backwards in steps of powers of 10 from any number up to 1,000,000.
2. I can count forwards and backwards with positive and negative whole numbers.
- 3 I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 1000,000.
4. I can read Roman numbers up to 1000 and recognise years written this way.

Addition and subtraction

5. I can use formal written methods to add and subtract numbers with more than 4 digits.
6. I can add and subtract numbers mentally with increasingly large numbers.
7. I can solve addition and subtraction multi-step problems in context.

Multiplication and division

8. I can multiply and divide numbers mentally drawing on my tables knowledge up to 12×12 .
9. I can recognise and use square numbers and cube numbers using correct notation such as 6^2 and 6^3 .
10. I can multiply and divide whole and decimal numbers by 10,100 and 1000.
11. I can multiply numbers up to 4 digits by a 1 digit number using formal written methods, including long multiplication for a 2digit number.
- 12..I can multiply numbers up to 4 digits by a 2 digit number using formal written methods, including long multiplication for a 2digit number.
- 13.. I can divide numbers up to 4 digits by a 1 digit number.
- 14.. I can identify multiples, factors and prime numbers ?????

Autumn

Spring

Summer

A Year 5 Mathematician cont.

Fractions, Decimals and Percentages.

15. I can recognise mixed numbers and improper fractions and convert them.
16. I can read and write decimal numbers as fractions.
17. I can recognise the % symbol and know it means a number of parts per 100.
- 18.. I can write percentages as a fraction with the denominator 100 and as a decimal .
19. I can compare and add fractions whose denominators are all multiples of the same number.
- 20.. I can multiply proper fractions and mixed numbers by whole numbers.
21. I can use my fraction, decimal and percentage knowledge to solve problems.
- 22.. I can recognise and use hundredths and relate them to tenths, hundredths and decimal equivalents.
- 23.. I can round decimals with 2dp to the nearest whole number or to 1dp.
- 24 I can solve problems involving numbers to 3dp.

Measurement

25. I can convert between units of metric measures and estimate volume and capacity.
26. I can measure and calculate the perimeter of composite shapes in cm and m.
27. I can calculate and compare the areas of squares and rectangles in cm^2 and m^2 .
28. I can solve problems converting units of time.
- 29.. I can use all four operations to solve problems involving measure using decimal notation.

Geometry

30. I can estimate and compare acute, obtuse and reflex angles.
31. I can draw given angles and measure them in degrees.
- 32.I can use properties of shapes to find missing lengths and angles.
33. I can identify 3-D shapes from 2-D representations.
34. I can identify, describe and represent the position of a shape following a reflection or translation.

Statistics

35. I can solve comparison, sum and difference problems from information presented in a line graph.
36. I can complete, read and interpret information in tables, including timetables.

Autumn

Spring

Summer

Exceeding Year 5 Maths

1. I have a concept of numbers well beyond a million and their application in context.
2. I can divide whole numbers(up to 4 digits) by 2digit numbers, using my preferred method.
3. I use rounding to quickly estimate before calculating.
4. I can make links to working across zero (+and-numbers) to AD and BC in history.
5. I can recognise the symbol for square root and work out square roots up to 100.
6. I can calculate numbers using algebra- e.g. $2 \times -3 = -6$.
7. I can use knowledge of measurement to create plans around the school.
8. I can relate and convert common imperial measures to metric equivalents.
9. I can use a range of timetables to workout journey times of fictional journeys/worldwide holidays.
10. I can collect data on a personal project and present information in graph and table formats of my own choosing.

Autumn

Spring

Summer

A Year 5 Reader

Word Reading

1. I attempt pronunciation of unfamiliar words using prior knowledge of similar looking words, prefixes and suffixes.
2. I can use strategies to explore the meaning of new words in context.

Comprehension

3. I can use strategies to explore the meaning of idioms and figurative language.
4. I can identify and comment on writers use of language for effect, e.g. adjectives, personification and similes.
5. I can identify grammatical features used by the writer for impact- e.g. rhetorical questions, varied sentence lengths and varied sentence starters.
6. I can draw conclusions about a characters feelings thoughts and motives through their actions.
7. I can use evidence from the text to justify my inferences.
8. I can make predictions from what has been read.
9. I can summarise the main ideas from a text.
10. I can talk about the effect of the context on a text- e.g. historical or cultural.
11. I can express a personal point of view about a text and give reasons.
12. I can make connections between other similar texts, prior knowledge and experience.
13. I can compare different versions of the text and talk about similarities and differences.
14. I can listen to and build upon others' ideas and opinions about a text.
15. I can present the author's point of view in a text.
16. I know the difference between fact and opinion.
17. I can use headings, indexes and contents to find key information.
18. I can use text markings to identify key information in a text.
19. I can make notes from text marking.

Autumn

Spring

Summer

Exceeding Year 5 Reading

1. I can express opinions about a text using PEE (point, evidence, explanation).
2. I can adapt my own opinion after reading or listening to other 's ideas.
3. I can identify formal and informal language.
4. I know the features of different narrative types e.g. adventure, myth and fantasy.
5. I can compare texts by the same author.
6. I can compare texts by different writers on the same topic.
7. I can summarise information from different texts.
8. I can empathise with different characters points of view.
9. I can infer meaning using evidence from the text, wider reading and personal experience.
10. I can explain how a writer uses language and grammar choices to have an impact.
11. I can explain how punctuation gives meaning and supports grammatical structure.
12. I know how the way a text is organised supports the purpose of the writing.
13. I can use scanning and text marking to find and identify key information.

Speaking and Listening Descriptors

1. I can engage the listener by varying my expression and vocabulary.
2. I adapt my spoken language depending on the audience, the purpose or the context.
3. I can develop my ideas and opinions providing relevant detail.
4. I can express my point of view.
5. I show that I understand the main points including implied meanings in a discussion.
6. I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
7. I use Standard English in formal situations.
8. I am beginning to use hypothetical language to consider more than one possible outcome or solution.
9. I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.
10. I can perform poems and plays from memory, making careful choices about how I convey ideas, adapt my expression and tone.
11. I begin to select the appropriate register according to the context.

A Year 5 Writer

Full stops/Capital letters	?,!,	Spell common words correctly.
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Spelling and Handwriting

1. I can spell correctly some words with silent letters .
2. I can spell homophones correctly.
- 3 I can spell commonly misspelt words from the Y5 & 6 spelling list.
4. I can use a dictionary independently to correct errors in my spelling.
5. I can use a thesaurus to extend the range of vocabulary in my writing (evidence in writing)
6. I can use a range of spelling strategies.
- 7.I can write neatly and appropriately for the task.

Composition

8. I can write appropriate to task and audience
9. I can use the features and structures of different text types .
- 10.I can start sentences in different ways.
11. I can establish viewpoint as a writer through commenting on characters or events.
12. I can develop characters through action and dialogue.
13. I can summarise a paragraph or event.
14. I can organise writing into paragraphs to show different information
- 15.I can use devices such as similes, metaphors and personification for effect.

Autumn

Spring

Summer

A Year 5 Writer cont

Vocabulary, Grammar and Punctuation

16. I can choose vocabulary appropriate for task
- 17 I choose vocabulary to engage and for impact
18. I add well chosen detail to add interest
19. I can use relative clauses
20. I can use modal verbs
21. I can link between paragraphs using adverbs and adverbials
22. I can use brackets.
23. I can use dashes.
24. I can use commas to clarify meaning
- 25 I can use the correct tense consistently in my writing
- 26 I can use the correct subject and verb agreement in my writing
27. I know the difference between the language of talk and writing
28. I know the difference between formal and informal language

Up-levelling

- 29.. I can proof read my work for spelling and punctuation error
- 30..I can up-level my work, changing Spelling, Vocabulary, grammar and punctuation for effect.
- 31 I can assess my own work and the work of my friends.

Autumn

Spring

Summer

Exceeding Year 5 Writing

1. I can use paragraphs to structure a story plot, showing changes in time, place and events.
2. I can use paragraphs to organise information logically and shape a nonfiction text.
3. I can sustain and develop ideas in a paragraph, introducing it with a topic sentence.
4. I can conclude a text by referring back to its opening.
5. I can up-level my work, reorganising sentences to create impact.
6. I can use expanded noun phrases to add detail.
7. I can use punctuation to clarify meaning, including commas to mark phrases and clauses.
8. I can use dialogue effectively and punctuate it correctly.

Autumn

Spring

Summer

Science skills

Skill 1: Questioning

1. I can plan different types of scientific enquiries to explore ideas and raise questions.

Skill 2: Plan an enquiry

2. I can select and plan the most appropriate type of science enquiry to answer my questions.

3. I can recognise how to set up a comparative and fair test and explain which variables need to be controlled, and why.

4. I can refine my predictions, by referring to earlier investigations.

Skill 3: Recording information

5. I can measure with increased accuracy and precision, beginning to use decimal places.

6. I can record data and observations using diagrams and labels, classification keys and a range of graphs. I can present my data using ICT.

Skill 4: Interpreting information

7. I can describe how conclusions are consistent with the evidence.

8. I can decide whether the readings were sufficient and accurate, identify unexpected results and suggest how to repeat the investigation.

9. I can begin to suggest how accuracy can be improved, and what further data could be collected to strengthen results.

Science Knowledge

AUTUMN: Living things

- 1.I can confidently describe the differences between the life cycles of a mammal, an amphibian, an insect or a bird, using scientific language.
- 2.I can comment on the reproduction processes in some plants and animals.
- 3.I can give examples of different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

SPRING: Properties and Changes of Materials

- 1.I can use scientific language to describe how mixtures might be separated into solids, liquids and gases.
- 2.I can explain and demonstrate that dissolving, mixing and changes of state are reversible, explaining the processes using data and scientific language.
- 3.I can compare everyday materials on the basis of their properties, e.g. hardness and transparency, and can choose my criteria for sorting materials.

SUMMER: Forces

- 1.I can identify the effects of air resistance, water resistance, friction and gravity, that act between moving surfaces.
- 2.I can confidently describe gravity, and can explain how gravity affects everything on the Earth and in the solar system.
- 3.I can recognise and explain how mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- 4.I can design and make products that use levers, pulleys, gears, and/or springs and explore their effect.

Space

- 1.I can describe the Sun, Earth and moon as approximately spherical bodies, and can offer explanations as to why they are this shape.
- 2.I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- 3.I can use scientific language to describe and explain the movement of the Moon relative to the Earth, and can talk about moons that orbit other planets.

Autumn Term Topic Extreme Earth

Big Questions

Who killed the dinosaurs?

Who is David Attenborough?

How do plants reproduce?

How do gestation periods vary between the species?

What is cubism?

Which biome is best suited to humans?

English Outcome

To give a presentation using the skills from our theatre visit

To blog about our pond dipping visit

STEM Outcomes

To create a fact file on the uses of technology in our lives.

To create a diorama

Arts Outcomes

To create a painting based on Picasso

To play a simple tune on recorder.

Wellbeing Outcomes

Some children to become peer mediators

To understand my emotions

KUW Outcomes

To create a diorama

To compare different biomes

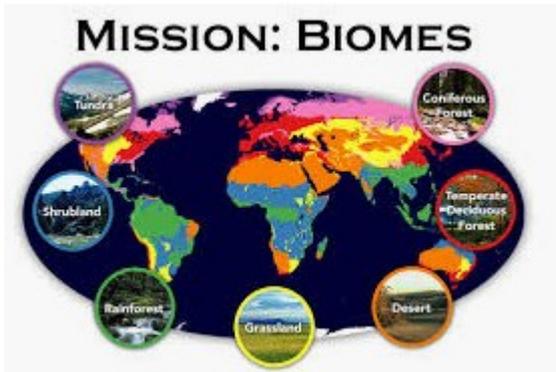
Enrichment



Visit from theatre for a workshop on performance



Trip to do pond dipping at Hinchingsbrooke Park



Spring Term Topic-Emperors of the Empire/A New Home

Big Questions

Who killed Jesus?

How was Pompeii rediscovered?

If Jesus was a Jew, why aren't Christians Jewish?

How had Britain changed?

How did Miles Davis influence contemporary music?

Why is it important to celebrate differences?

English Outcome

To debate the pros and cons of living in the UK

To create a presentation on the visit from the member of the Jewish community

STEM Outcomes

To program speech on O bots about immigration.

To create a spreadsheet on immigration.

Arts Outcomes

To sew Christmas decorations

To create a sketch based on Eschler

To perform in a Christmas carol concert and small group performances

Wellbeing Outcomes

To learn to swim 25 metres

KUW Outcomes

To write a booklet comparing time periods and peoples' experiences

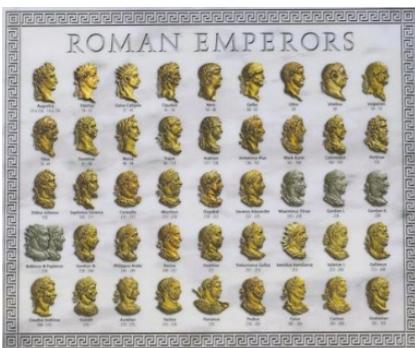
To create a map of immigration routes

Enrichment



Visit to St. Peter's school science laboratory to look at changing materials.

Visit from a practicing member of a Jewish synagogue



Summer Term Topic 1

In a Galaxy Far Far Away.

Big Questions

Was the moon landing real?

How big is the universe?

What is the relationship between earthquakes and volcanoes?

Do black holes exist?

How do Hindus worship the divine?

English Outcome

To narrate the moon landing

To write a story book about alien life

STEM Outcomes

To dramatise the solar system

Arts Outcomes

To create a healthy snack for an astronaut

To create a batik collage and clay based on space

To write song to persuade you to buy the healthy snack

Wellbeing Outcomes

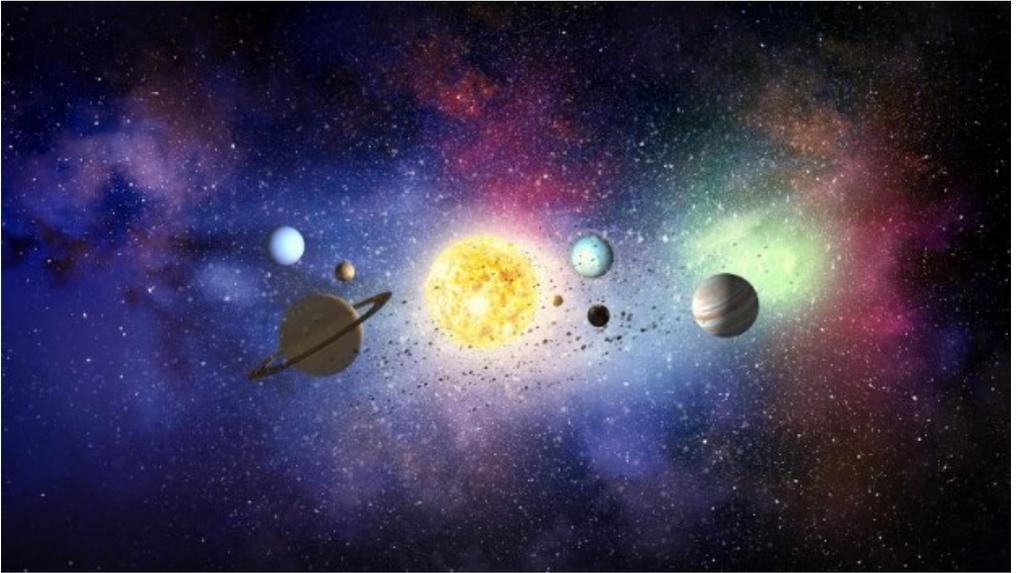
To create a space dance

To complete a study on healthy lifestyles

KUW Outcomes

To analyse the traffic survey and plot on a map

Enrichment



Visit to the National Space Centre

Traffic survey in Huntingdon



Computing and e-safety

e-Safety

I protect my password and other personal information

I can explain why I need to protect myself and my friends and the best ways to do this,

I know that anything I post online can be seen, used and may affect others.

I can talk about the dangers of spending too long online or playing a game.

I can explain the importance of communicating kindly and respectfully

I can discuss the importance of choosing an age-appropriate website or game.

I can explain why I need to protect my computer or device from harm.

I know which resources on the Internet I can download and use.

Programming

I can decompose a problem into smaller parts to design an algorithm for a specific out-

I can refine a procedure using repeat commands to improve a program

I can use a variable to increase programming possibilities

I can change an input to a program to achieve a different output.

I can use 'if' and 'then' commands to select an action

I can talk about how a computer model can provide information about a physical system.

I can use logical reasoning to detect and debug mistakes in a program

I use logical thinking, imagination and creativity to extend a program.

Handling Data

I can use a spread sheet and database to collect and record data

I can choose an appropriate tool to help me collect data

I can present data in an appropriate way,

I can search a database using different operators to refine my search

I can talk about mistakes in data and suggest how it could be checked.

Cont.

Multimedia

I can use text, photo, sound and video editing tools to refine my work

I can use the skills I have already developed to create content using unfamiliar technology

I can select, use and combine the appropriate technology tools to create effects that will have an impact on others

I can select an appropriate online or offline tool to create and share ideas.

I can review and improve my own work and support others to improve their work.

Technology in our Lives

I can describe different parts of the internet

I can use different online communication tools for different purposes

I can use a search engine to find appropriate information and check its reliability

I can recognise and evaluate different types of information I find on the World Wide Web.

I can describe the different parts of a webpage

I can find out who the information on a webpage belongs to.

Music

1. I can sing or play expressively and from memory.
2. I can improvise and compose music for a range of purposes including the inter-related dimensions of music.
3. I can combine a variety of musical devices including melody, rhythm and chords.
4. I can use the standard musical notation of staff, crochet, minim and semibreve to indicate how many beats to play.
5. I can read and create notes on a musical staff.
6. I understand the use of the # and b symbols.
7. I can describe and appraise music using a range of vocabulary.
8. I can describe how lyrics often reflect the cultural context of music and have social meaning.

PE

1. I can warm up and cool down in a way that suits the activity.
2. I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).
3. I can modify and refine my skills and techniques to improve my performance.
4. I can uphold the spirit of fair play and respect in all competitive situations.
5. I can lead others and act as a good role model within a team.
6. I can field, defend and attack tactically by anticipating the direction of play.
7. I can compose and perform creative dance sequences.
8. I can create complex and well executed sequences that include a range of movements.
9. I can demonstrate stamina in athletics.
10. I can stay safe around water.

Art and DT

1. I can use a variety of techniques to add interesting effects and depict movement, perspective, shadows and reflection.
2. I can choose a style of drawing suitable for the work.
3. I can use lines to represent movement.
4. I can create original pieces that show a range of influences and styles.
5. I can design, make and evaluate a product including mechanical and electrical components .

MFL — French

1. I can read and understand the main points and some of the detail in short written texts.
2. I can write short texts on familiar topics.
3. I can use knowledge of grammar to enhance or change the meaning of phrases.
4. I can understand the main points and opinions in spoken passages.
5. I can give a short prepared talk that includes opinions.
6. I can refer to recent experiences or future plans, everyday activities and interests.
7. I can describe some similarities and differences between countries and communities where the language is spoken and this country.

ASSERTIVE MENTORING



How well are you doing?

Being Ready (to learn)	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Uniform	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Behaviour	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Effort	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Attendance	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			

	Target	Assessment			Signature	
Autumn						
Spring						
Summer						