

Year 5 Knowledge Organiser - Autumn Term 1

Maths -

Place Value

Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

Addition and Subtraction

Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

Add and subtract numbers mentally with increasingly large numbers

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Multiplication and Division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

Establish whether a number up to 100 is prime and recall prime numbers up to 19

Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000

Multiply and divide numbers mentally, drawing upon known facts

English

At the start of this term we will be exploring the poem 'The Magic Box'.

We will be using the poem to create our own free verse poem.

After this, we will be linking our writing to our Science topic all about space by reading Dr Maggie's Grand Tour of the Solar System and creating our own non-chronological report.

We will be working on Year 5/6 statutory spellings words and rules, as well as strategies for effective spelling in both English and spelling lessons.

We encourage you to read with your child as much as possible and sign their records which will be checked on a Friday.

Spanish- Ourselves

Name and describe people,

a place and an object

Give response using a short phrase

Write phrases from memory

Write 2-3 short sentences on a familiar topic

To write about myself

Computing- Online Safety

To gain a greater understanding of the impact that sharing digital content can have.

To review sources of support when using technology.

To review children's' responsibility to one another in their online behaviour.

To know how to maintain secure passwords.

To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.

To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.

To learn about how to reference sources in their work.

To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.



Science- Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

The children will also be warned that it is not safe to look directly at the Sun, even when wearing dark shades!

History- How did England change during the settlement of the Anglo-Saxons and Vikings?

- To use dates accurately in describing events and people.
- To use sources of evidence to deduce information about the Saxons and Vikings.
- To describe causes of invasion in Britain and what consequences were.
- To identify rapid change in history.
- To explain what changed and continued over time when the Saxons and Vikings settled in Britain.
- To compare similarities and differences between Saxon and Viking culture.
- To describe social and cultural significance of a past society.

PE- Dance

- Show/fluency/control in chosen dances in response to stimuli
- Perform fluent dances with characteristics of different styles/eras
- Adapt & refine (in pair/group) dances that vary direction, space & rhythm
- Begin to dance alongside a larger group of children and work constructively in a group
- Begin to exaggerate dance movements
- Begin to show a change of pace and timing in their movements
- Use the space provided to their maximum potential
- Use more complex dance vocabulary to compare and improve work.

RE- Why do some people believe God exists?

- Outline clearly a Christian understanding of what God is like, using examples and evidence
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life
- Present different views on why people believe in God or not, including their own ideas.

RHE- Health and Wellbeing

Identity; personal attributes and qualities similarities and differences; individuality; stereotypes.

What makes up our identity?

Music- Livin' on a Prayer

We will be using and following the Music Scheme - Charanga.

