

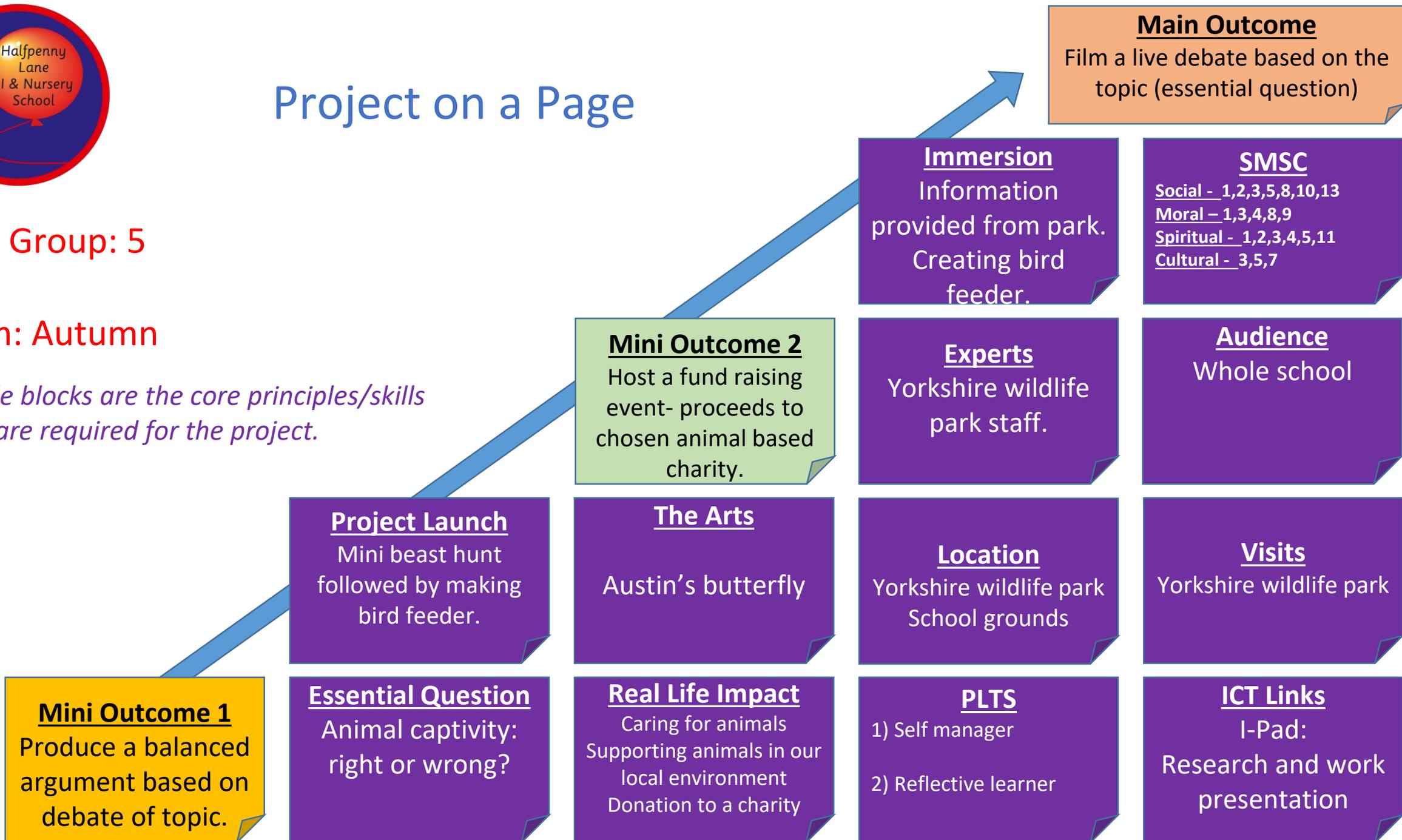


Project on a Page

Year Group: 5

Term: Autumn

Purple blocks are the core principles/skills that are required for the project.





Computing

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Maths

B5 - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
B5- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
B5- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
B5- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
B5- read Roman numerals to 1000 (M) and recognise years written in Roman numerals
B5- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
B5- add and subtract numbers mentally with increasingly large numbers
B5- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
B5- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
B5- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
B5- establish whether a number up to 100 is prime and recall prime numbers up to 19
B5- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
B5- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
B5- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
B5- recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
B5- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
B5- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Art

to create sketch books to record their observations and use them to review and revisit ideas
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

English

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
noting and developing initial ideas, drawing on reading and research where necessary
using a wide range of devices to build cohesion within and across paragraphs
proof-read for spelling and punctuation errors
ensuring the consistent and correct use of tense throughout a piece of writing
assessing the effectiveness of their own and others' writing
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
using further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]
using a colon to introduce a list
using the perfect form of verbs to mark relationships of time and cause
using expanded noun phrases to convey complicated information concisely
using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
listen and respond appropriately to adults and their peers
ask relevant questions to extend their understanding and knowledge
articulate and justify answers, arguments and opinions
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
participate in discussions, presentations, performances, role play, improvisations and debates
consider and evaluate different viewpoints, attending to and building on the contributions of others



Mini Outcome 1
Incubate chicken and duck eggs & rear them.

DT

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Science

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals

PE

use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football]

Geography

Music

R.E

French (KS2 only)

History

PSHE