Year 5 – Term 4 targets

Reading (Authors use of language)	**Aliens**- I can locate descriptive words, phrases and similes and discuss why I think the writer has used them **Clowns/Fire breathers** - I can locate descriptive words, phrases and similes and discuss why I think the writer has used them **Jugglers** - I can locate descriptive words, phrases, similes and metaphors and discuss the effect they have on the reader. **Ringmaster** - I can locate messages, moods and attitudes and discuss what the writer has done to achieve this.
Writing (Sentence Structure)	**Aliens** - Identify fronted adverbials in their reading (keeping a record of them) and then using them in their independent writing. **Astronauts/Rockets** - In their reading, identify relative clauses beginning with *who, which, that.* Use these with support within their writing. **Comet** – In their reading, identify relative clauses beginning with *who, which, where, when, whose, that,* or with an implied (i.e. omitted) relative pronoun. Use these independently within their writing. **Stars** - In their reading, identify cohesive devices between paragraphs: repetition of a word or phrase, grammatical connection (for example the use of adverbials such as *on the other hand, in contrast, as a consequence*), and ellipsis then use these to link ideas between paragraphs in their own writing.
Maths (Fractions)	**Brain boxes** - Using arrays and concrete objects begin to use their knowledge of non unit fractions to divide quantities involving whole numbers to solve problems. I.e how can you find 2/5 of £40? How can you find 3/10 of a meter ruler? Add and subtract fractions with the same denominator, that will make numbers less than, equal to or greater than 1 i.e add 3/8 to 7/8 = 10/8. **Whizz Kids/Superstars** - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 and 1/5]. **Smarty Pants/Clever clogs** - Use and apply their knowledge of fractions to multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.