

Term 2 - Year 5 targets

<p>Reading (Authors use of language)</p>	<p>Magicians - 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, similes and metaphors and discuss the effect they have on the reader. Jugglers/ Ring masters - I can locate descriptive words, phrases, similes and metaphors and discuss the effect they have on the reader.</p>
<p>Writing (Punctuation)</p>	<p>Aliens - In reading, identify the use of a comma and with support, discuss its purpose, e.g. for list, fronted adverbial or clarifying meaning. With support, when writing, begin to use commas correctly so that meaning is clear. Rockets/Astronauts - In reading, discuss the multiple uses of the comma and identify how it clarifies meaning, giving alternatives that would change the meaning. When writing, use commas so that meaning is clear and ambiguity is avoided. Comets/Stars - In reading, discuss the multiple uses of the comma and identify how it clarifies meaning, giving alternatives that would change the meaning. When writing independently, use commas so that meaning is clear and ambiguity is avoided across a range of text types and contexts.</p>
<p>Maths (Multiplication)</p>	<p>Whizz Kids/Superstars - I can multiply whole numbers and those involving decimals by 10, 100 and 1000. I can begin to multiply numbers up to 4 digits by a one (then two) digit numbers using a formal written method, including long multiplication for two-digit numbers. Clever Clogs - I can 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. Smarty Pants - I can use and apply my knowledge of multiplications to solve problems involving multiples, squares and cubes. Brain Boxes - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Recognise and use factor pairs and commutativity in mental calculations.</p>