Year 5

End of Year Expectations

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on and revised throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly received.

If you have any queries regarding the content of this information or want support in knowing how to best help your child please talk to your child's class teacher.

Maths

Number:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- add and subtract whole numbers with more than 4 digits, including using formal written methods
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations
- solve addition and subtraction multi-step problems in contexts
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- multiply and divide numbers mentally drawing upon known facts
- 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
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})

- solve problems involving addition, subtraction, multiplication and division
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1\ {}^{1}/_{5}$
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = {}^{71}/_{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of ½, ¼, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement:

- convert between different units of metric measure (for example, kilometres and metres)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite shapes in centimetres and metres
- calculate and compare the area of rectangles
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation, including scaling.

Geometry:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (^{o})
- identify:
    - angles at a point and one whole turn (total 360^o)
    - angles at a point on a straight line and ½ a turn (total 180^o)
    - other multiples of 90^o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

<u>Reading</u>

- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To read books that are structured in different ways and reading for a range of purposes
- To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- To recommend books that they have read to their peers, giving reasons for their choices
- To identify and discussing themes and conventions in and across a wide range of writing
- To make comparisons within and across books
- To learn a wider range of poetry by heart
- To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- To check that a book makes sense to them, discussing their understanding and exploring the meaning of words in context
- To ask questions to improve their understanding
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- To predict what might happen from details stated and implied
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- To identify how language, structure and presentation contribute to meaning
- To distinguish between statements of fact and opinion
- To retrieve, record and present information from non-fiction
- To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- To provide reasoned justifications for their views

Writing

Sentence:

- To use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- To indicate degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
- To use a wider range of **connectives** (although, on the other hand, meanwhile) appropriate to text
- To use a variety of **sentence length**, structures and subjects (provide clarity and emphasis)
- To use e**xpanded noun phrases** for complex ideas

Word:

- To convert **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*]
- To use **verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]

Text and Composition:

- To write fluently, legibly and with increased speed and stamina

- To use devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- To link ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
- To write in 1st, 2nd and 3rd person as required
- To use **perfect form** of verbs
- To have a secure understanding of **pronouns, adverbials, repetition, connectives, ellipsis** and references back to text within and across paragraphs
- To organise ideas, key words, new vocabulary and required skills ready for writing (**planning**)
- To **proof read** for punctuation, grammar and spelling errors

Punctuation:

- To use brackets, dashes or commas to indicate parenthesis
- To use of commas to clarify meaning or avoid ambiguity

Spelling

- To use further prefixes and suffixes and understand the guidance for adding them
- To spell some words with 'silent' letters [for example, knight, psalm, solemn]
- To continue to distinguish between homophones and other words which are often confused
- To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- To use dictionaries to check the spelling and meaning of words
- To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- To use a thesaurus