

New Bewerley Community School



End of Year Expectations:

Year 5

This booklet provides information for parents/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 should meet each year.

All the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

Writing:

Spelling:

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting:

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition:

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Sentence structure:

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure:

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation:

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

Mathematics:

Number

- use place value in whole numbers up to 1 000 000 to compare and order numbers and are beginning to become confident with numbers up to 10 000 000
- round any whole number to the nearest power of ten
- use negative numbers in practical contexts such as temperature and calculate intervals across zero
- count forwards or backwards in steps of any whole number with one significant figure, e.g. 9, 20, 3000 to generate, describe and complete linear number sequences
- recognise and use multiples, factors, prime numbers less than 20 and square numbers up to 121 show evidence of using mental methods, including jottings where necessary to speed up the process, to add and subtract whole numbers with up to two significant figures (e.g. $95 + 36$, $5700 - 2900$)
- add and subtract whole numbers with more than four digits, using formal written methods where appropriate
- Use their understanding of place value to multiply and divide whole numbers and decimals with up to two decimal places by 10 or 100 (e.g. $1532 \div 100 = 15.32$, $XX \div 100 = 6.3$)
- Multiply and divide whole numbers mentally drawing upon multiplication facts up to 12×12 and place value (e.g. 60×70) and begin to use these facts to work with larger numbers
- Multiply numbers with up to two digits by a two digit number using a formal written method and becoming more confident with multiplication with larger numbers; multiply and divide numbers with up to four digits by a single digit number using the formal written method and becoming more confident with two digit divisors
- Recognise and use equivalent fractions
- Recognise and use the equivalences between simple fractions, decimals and percentages and become more confident with calculating decimal fraction equivalents
- Find simple fractions and percentages of whole numbers and quantities
- Add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context
- Add and subtract fractions with the same denominator and multiples of the same number and become more confident with more complex fraction calculations
- Add and subtract decimal numbers that have the same number of decimal places
- Multiply a one digit decimal number by a single digit number
- Use simple ratio to compare quantities
- Use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram)
- Find possible values in missing number problems involving one or two unknowns (e.g. Ben thinks of two numbers: the sum of the two numbers is 10: multiplied together they make 24: What are Ben's numbers?)

Measurement

- Read, write and convert time between analogue (including clock faces using Roman numerals) and digital 12 and 24 hour clocks, using am and pm where necessary
- Calculate the duration of an event using appropriate units of time (e.g. A film starts at 6:45pm and finishes at 8:05pm. How long did it last?)
- Convert between 'adjacent' metric units of measure for length, capacity and mass (e.g. $1.2 \text{ kg} = 1200 \text{ g}$; how many 200 ml cups can be filled from a 2 litre bottle?; write 605 cm in metres)
- Find the perimeter of compound shapes when all side lengths are known or can be easily determined (e.g. a simple shape made from two identical rectangles joined together to make an L-shape with given dimensions of the rectangle)
- Estimate the area of irregular shapes by counting squares (including half squares and fractions of squares that join with others to make whole squares)
- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes by counting squares

Geometry

- Compare and classify 3D and 2D shapes based on their properties (e.g. for 2-D shapes: parallel sides, length of sides, type and size of angles, reflective symmetry, regular / irregular polygons; for 3-D shapes: faces, vertices and edges)
- Recognise, describe simple 3D shapes, including using nets and other 2D representations
- Complete simple shapes using given lengths, such as 7.5cm, (accurate to $\pm 2 \text{ mm}$) and acute angles that are multiples of 5° (accurate to $\pm 2^\circ$)

- Know and use the facts that angles at a point sum to 360° , angles at a point on a straight line sum to 180° and angles in a triangle sum to 180° (e.g. calculate the base angles of an isosceles triangle where the other angle is 110°) and identify other multiples of 90°
- Identify, describe and represent the position of a shape following a reflection or translation
- Describe positions on a 2-D co-ordinate grid using axes with equal scales in the first quadrant (in the context of number or geometry) and use co-ordinates to complete a given rectangle; becoming more confident in all four quadrants

Statistics

- Complete, read and interpret information presented in tables and bar charts (e.g. find the difference between two bars showing temperatures, where one is 20°C and the other is 13°C , on a scale labelled in multiples of 5)
- Interpret line graphs (e.g. beginning to find the difference between two temperatures on a line graph, where one is 20°C and the other is 13°C , on a scale labelled in multiples of 5) and simple pie charts (e.g. a pie chart cut into eight pieces for favourite fruit using whole numbers for each section)
- Calculate the mean as an average for simple sets of discrete data (e.g. find the mean mass of three parcels weighing 5kg, 3kg and 10kg)

Solving problems and reason mathematically

- Develop their own strategies to solve problems by applying their mathematics to a variety of routine and non-routine problems, in a range of contexts (including money and measures, geometry and statistics) using the content described above
 - Begin to reason mathematically making simple generalisations, using mathematical language and searching for solutions by trying out ideas of their own
 - Use and interpret mathematical symbols and diagrams, and present information and results in a clear and organised way; for example: derive strategies to solve problems with two or three computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. extract and add prices from a table and calculate change, or solve problems such as 'Jason bought some bags of green apples (6 for 75p) and some bags of red apples (10 for 90p). He spent £4.20. How many bags of each type of apples did he buy?') solve problems involving numbers with up to two decimal places (e.g. find the two numbers which sum to 10 from this list: 0.01, 0.11, 1.01, 9.09, 9.9, 9.99)
- select appropriate strategies when calculating depending on the numbers involved
- use rounding and estimation to check their answers and determine, in the context of the problem, appropriate levels of accuracy
- identify simple patterns and relationships, and make simple generalisations. They can draw their own conclusions and explain their reasoning in simple contexts using mathematical language (e.g. an explanation to satisfy statements such as 'If you add a *two-digit number* to a *two-digit number* you cannot get a *four-digit number*'

Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension:

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.