

# YEAR 5 EXPECTATIONS

## Mathematics

Number and Place Value	Addition and Subtraction	Multiplications and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>□ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>□ Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>□ Solve number problems and practical problems that involve all of the above.</li> <li>□ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>□ Add and subtract numbers mentally with increasingly large numbers.</li> <li>□ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>□ Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>□ Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</li> <li>□ Establish whether a number up to 100 is prime &amp; recall prime numbers up to 19.</li> <li>□ 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.</li> <li>□ Multiply and divide numbers mentally drawing upon known facts.</li> <li>□ 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 &amp; 1000.</li> <li>□ Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>□ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>□ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>□ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Compare and order fractions whose denominators are all multiples of the same number.</li> <li>□ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li>□ Recognise mixed numbers and improper fractions and convert from one form to the other &amp; write mathematical statements <math>&gt; 1</math> as a mixed number [<math>2\frac{5}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>].</li> <li>□ Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>□ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>□ Read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>].</li> <li>□ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>□ Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>□ Read, write, order &amp; compare numbers with up to three decimal places.</li> <li>□ Solve problems involving number up to three decimal places.</li> <li>□ Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, &amp; as a decimal.</li> <li>□ Solve problems which require knowing percent &amp; decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>

## YEAR 5 EXPECTATIONS

Measures	Geometry – Properties of Shape	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre &amp; millilitre).</li> <li>□ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>□ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>□ Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li>□ Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li>□ Solve problems involving converting between units of time.</li> <li>□ Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>□ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>□ Draw given angles, and measure them in degrees (°).</li> <li>□ Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line &amp; 1/2 a turn (total 180°) and other multiples of 90°.</li> <li>□ 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.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ 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.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>□ Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>□ Complete, read and interpret information in tables, including timetables.</li> </ul>

# YEAR 5 EXPECTATIONS

## Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</li> <li><input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li><input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li><input type="checkbox"/> Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li><input type="checkbox"/> Recommend books they have read to their peers, giving reasons.</li> <li><input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres.</li> <li><input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart.</li> <li><input type="checkbox"/> Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</li> <li><input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li><input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</li> <li><input type="checkbox"/> Readily ask questions to enhance understanding.</li> <li><input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories.</li> <li><input type="checkbox"/> Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</li> <li><input type="checkbox"/> Distinguish fact from opinion with some success.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>

# YEAR 5 EXPECTATIONS

## Writing

Transcription		Composition	
Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, dictated sentences which include words from the ks2 curriculum.</li> <li><input type="checkbox"/> Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. Spell correctly words with letters which are not sounded e.g. knight, solemn.</li> <li><input type="checkbox"/> Use the hyphen to join a prefix to a root e.g. re-enter.</li> <li><input type="checkbox"/> Spell some homophones from the YR 5-6 spelling appendix.</li> <li><input type="checkbox"/> Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</li> <li><input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing.</li> <li><input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using appropriate features.</li> <li><input type="checkbox"/> May include humour or suspense</li> <li><input type="checkbox"/> Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</li> <li><input type="checkbox"/> Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li><input type="checkbox"/> Use dialogue to indicate character and event.</li> <li><input type="checkbox"/> Describe characters, settings and plot, with growing precision.</li> <li><input type="checkbox"/> Find key words and ideas; begin to write a summary.</li> <li><input type="checkbox"/> Evaluate own and others' writing; with direction, proof read, edit and revise.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</li> <li><input type="checkbox"/> Demarcate sentences correctly. Use comma for a pause in complex sentences.</li> <li><input type="checkbox"/> Begin to use punctuation for parenthesis: brackets, commas, dashes.</li> <li><input type="checkbox"/> Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</li> <li><input type="checkbox"/> Usually maintain correct tense.</li> <li><input type="checkbox"/> Begin to recognise active and passive voice.</li> <li><input type="checkbox"/> Identify and select determiners.</li> <li><input type="checkbox"/> Choose vocabulary and grammar to suit formal and informal writing, with guidance.</li> <li><input type="checkbox"/> Use vocabulary which is becoming more precise.</li> <li><input type="checkbox"/> Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</li> </ul>