Year 5 Information for Parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

Emerging— **Yet to be secure** in the end of year expectations.

Expected—Secure in **the majority** of the end of year expectations.

Exceeding—Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

Paddling
(emerging)

Snorkelling
(expected)

Diving
(exceeding)

Year 5 Reading End Points

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension:

• Maintain positive attitudes to reading and continue to read an increasingly wide range of fiction, poetry, plays and non-fiction texts

• Discuss and recommend books to others

• Learn a wide range of poetry by heart showing understanding through intonation, volume and tone

• Read fiction texts both modern and old, and from other cultures and traditions

•Summarise main points of an argument or discussion within their reading & make up own mind about issue/s

• Appreciate that people use bias in persuasive writing

• Distinguish between statements of fact and opinion

• Appreciate how two people may have a different view on the same event

• Use more than one source when carrying out research

• Create set of notes to summarise what has been read

• Compare two texts

• Provide reasoned justifications for their view

• Draw inferences and justify with evidence from the text, inferring characters' feelings from their actions and justifying inferences with evidence

• Vary voice for direct or indirect speech

• Predict what might happen next in the text

• Discuss and evaluate how authors use language and how it impacts the reader

• discuss how authors use figurative language

• distinguish between fact and opinion

Year 5 Writing End Points

Purpose and Impact

- I can develop imaginative and logical ideas
- I can make a clear point of view and elaborate
- I can include all genre features or adapt them deliberately
- I can create complicated narratives and non-fictions

Structure and Shape

- I can organise my writing so it reflects different paces in story or evidence in non-fiction
- I can start a new paragraph to show change in time, place, event or person
- I can use words and phrases to build links within paragraphs e.g. *then, after, that, this*
- I can link ideas across paragraphs by making references back to original points

Sentence Structure

- I can create different emphasis through the word order and choice in sentences
- I can mix short and long sentences to change the pace for the reader

Tense

- I can use tense choices to support cohesion e.g. *He had seen her before.*
- I can use modal verbs e.g. *might, should, will, must*

Conjunctions/Complex Sentences

- I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' e.g. *John, who was sad, dragged his feet.*
- I can use verbs ending in _ed or _ing to start clauses to build complex sentences

Writer's Techniques

- I can use pathetic fallacy to mirror a character's emotions in nature/weather e.g. *She shook under the heavy covers as the fog suffocated the garden.*
- I can use puns to create humour and intrigue in my writing

Vocabulary

- I can use particular vocabulary for effect or emphasis e.g. technical terminology, vivid language
- I can use Year 5 ambitious words in my writing

Adverbs/Adverbial Phrases

- I can use degree of possibility adverbs e.g. *perhaps, surely*
- I can use adverbs of time, place and number e.g. *later, nearby, secondly*

Punctuation

- I can use brackets, dashes or commas to indicate parenthesis
- I can use commas to clarify meaning or avoid ambiguity e.g. *Let's eat Grandad.' or 'Let's eat, Grandad.'*

Spelling

- I can use suffixes to convert nouns and adjectives into verbs e.g. *_ate, _ise, _ify*
- I can use prefixes to change intent of verb e.g. *dis_, de_, mis_, over_, and re_*

Handwriting

- I can make quick choices about whether or not to join specific letters
- I can use a style that encourages speed, legibility and fluency

Year 5 Maths End Points

Number and Place Value	Number – Addition & Subtraction
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; **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; read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	**add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction);** **add and subtract numbers mentally with increasingly large numbers;** use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy; solve addition and subtraction multi-step problems.

Number - Multiplication and Division

- **identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers;**
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) 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 multiplication and division including using their knowledge of factors and multiples, squares and cubes;**
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign;
- **solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.**

Number – Fractions (including decimals and percentages)

- **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 numbers 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 1/2, 1/4, 1/5, 2/5 and 4/5 those fractions with a denominator of a multiple of 10 or 25.**

Measurement

- **convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre);**
- 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 rectilinear shapes in centimetres and metres;**
- **calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes;**
- estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water);
- solve problems involving converting between units of time;
- use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

Geometry – Properties of shapes

- 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 (°) identify:
  - angles at a point and one whole turn (total 360°);
  - angles at a point on a straight line and ½ turn (total 180°);
  - other multiples of 90°;
- 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.

Geometry - Position and Direction	**Statistics**
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.	solve comparison, sum and difference problems using information presented in a line graph; **complete, read and interpret information in tables, including timetables.**

Year 5 Science End Points

Approaches to enquiry - I will be able to select the most appropriate ways to answer science questions using different types of scientific enquiry.

- I can observe changes over different periods of time
- I can notice patterns
- I can group and classify things
- I can carry out fair tests
- I can find things out using a wide range of secondary sources of information

Asking Questions - I will be able to use results to raise further questions

- I can independently ask questions and offer ideas for scientific enquiry

I will be able to use test results to make predictions to set up further comparative and fair tests

Planning - I will be able to plan different types of scientific enquiries to answer questions

- I can explain why an enquiry method is the most appropriate to answer a question
- I can recognise when research using secondary sources will answer questions

I will be able to recognise and control variables where necessary

- I can recognise when variables need to be controlled and why

Collecting data - I will be able to take measurements, using a range of scientific equipment with increasing accuracy and precision

- I can use a range of equipment accurately without support to collect observations and measurements
- I can use a series of tests to sort and classify materials

Presenting data - I will be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs and models

- I can decide how to record data accurately and appropriately
- I can use appropriate scientific language in oral and written presentations
- I can make keys 4 or more items
- I can present data in line graphs