

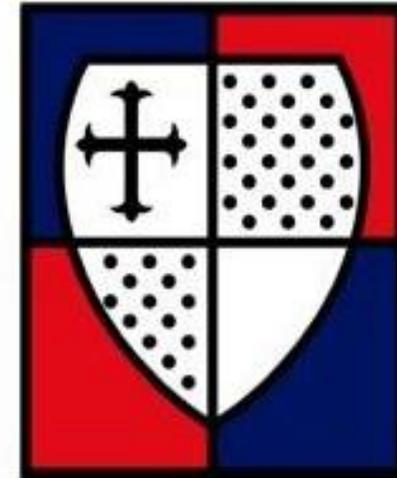
# Belsay School

## End of Year Expectations for Year 5

This booklet 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 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 valued.

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



## Mathematics

- 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 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 in contexts, deciding which operations and methods to use and why
- 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 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
- 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 (e.g.  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ )
  - 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 [e.g.  $0.71 = \frac{71}{100}$ ]
- 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  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25
- solve comparison, sum and difference problems using information presented in a line graph
  - complete, read and interpret information in tables, including timetables
  - convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)
- understand and use equivalences between metric 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 and square metres and estimate the area of irregular shapes
- estimate volume [e.g. using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [e.g. using water]
- solve problems involving converting between units of time
  - use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling

## Reading

### ***Children who are working at the expected standard can:***

- apply growing knowledge of root words, prefixes and suffixes to read aloud and understand new words
- read further exception words, noting unusual correspondences between spelling and sound
- continue to read and discuss a wide range of texts, read books that are structured in different ways and read for a range of purposes, increase familiarity with a range of books including myths and legends from a variety of cultures and traditions, recommend books giving reasons, identify and discuss themes and conventions, make comparisons within and across books, learn a wide range of poetry by heart, prepare poems and plays to read aloud and perform
- check that books make sense, discuss understanding and explore meaning of words in context, ask questions, draw inferences, predict, summarise the main ideas and identify key details, identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language and the impact on the reader
- distinguish between fact and opinion
- retrieve record and present information from non-fiction
- participate in discussions which build on ideas and challenge views courteously
- explain and discuss understanding including through presentations and debates using notes where necessary, provide reasoned justifications



## Writing

### ***Children who are working at the expected standard can:***

- use further prefixes and suffixes and understand guidance for adding them
- spell some words with silent letters
- distinguish between homophones and other confusing words
- understand some spellings need to be learned specifically
- use dictionaries to check spelling and meaning
- use a thesaurus
- write legibly, fluently and with increasing speed, choosing which shape of letter to use when given choices and deciding whether or not to join letters,
- choosing the correct writing implement for a given task
- Plan by identifying audience and purpose, noting and developing initial ideas using reading and research, developing characters and settings
- draft and write by selecting appropriate grammar and vocab, describing characters and settings and integrating dialogue, use a range of devices to build cohesion within and across paragraphs, use further organisational and presentational devices to structure text and guide the reader
- evaluate and edit by assessing effectiveness of their own and others' writing, proposing changes to vocab grammar and punctuation to enhance effect and clarify meaning, using consistent tense, ensuring correct subject and verb agreement and using correct register
- ensuring they proof-read
- perform their own compositions
- recognise vocabulary and structures that are appropriate for formal speech and writing, use passive verbs, use the perfect form to mark relationships of time and cause, use expanded noun phrases to convey complicated information concisely, use modal verbs or adverbs to indicate degrees of possibility, use relative clauses beginning with who/which/where/when/whose/that or with an implied relative pronoun
- use commas to clarify meaning, use hyphens to avoid ambiguity, use brackets, dashes or commas, use semi-colons, colons or dashes to mark boundaries between independent clauses, use colons for lists, punctuating bullet points consistently
- use and understand grammatical terminology