

## Home learning support and national expectations—Year 5

Below is a selection of the key areas of learning that are national expectations for children to achieve by the end of Year 5. If you wish to support them with any additional home learning, these are the key areas that you can focus on.

Times tables	I think I can	My parent / carer thinks I can
I can recall multiplication and division facts for all multiplication tables up to 12 x 12 within 5 seconds. (Expected by the end of Year 4)		

Spellings								
	I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can
accommodate			equipped			physical		
accompany			equipment			programme		
according			especially			recommend		
achieve			excellent			relevant		
aggressive			explanation			restaurant		
ancient			foreign			sacrifice		
appreciate			forty			shoulder		
attached			frequently			sincere		
available			government			sincerely		
average			guarantee			soldier		
bargain			identity			stomach		
cemetery			immediate			sufficient		
community			immediately			suggest		
competition			individual			symbol		
definite			leisure			system		
desperate			lightning			temperature		
determined			marvellous			thorough		
develop			muscle			twelfth		
dictionary			necessary			variety		
environment			neighbour			vegetable		
equip			parliament					

Reading		
Word reading	I think I can	My parent / carer thinks I can
1. Apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that I meet		

Our home learning tasks are set by teachers weekly and include—  
 Practising four calculations;  
 Practising four spelling facts;  
 Completing some online homework - either Mathematics or Reading Eggs;  
 Big Talk;  
 Read once a day and read with an adult if you can.

Reading		
Comprehension	I think I can	My parent / carer thinks I can
<i>Maintain positive attitudes to reading and understanding of what they read by:</i>		
2. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		
3. Read books that are structured in different ways and read for a range of purposes; inc. non-linear (flashbacks, out of order story telling), classic (Dickens etc) and modern (graphic novels, adventure and crime) narrative styles		
4. Increase my familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions		
5. Recommend books that I have read to my peers, giving reasons for my choices		
6. Identifying and discussing themes and conventions in and across a wide range of writing		
7. Make comparisons within and across books		
8. Learn a wider range of poetry by heart		
9. 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		
<i>Understand what I read by:</i>	I think I can	My parent / carer thinks I can
10. Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context		
11. Asking questions to improve my understanding of a text		
12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; compare with other texts		
13. Predicting and justifying what might happen from details stated and implied and give reasons why		
14. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		
15. Identifying how language, structure and presentation contribute to meaning		
16. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		
17. Distinguish between statements of fact and opinion		
18. Retrieve, record and present information from a range of non-fiction sources		
19. Participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously		
20. Explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		
21. Provide reasoned justifications for my views		

Writing		
<b>Transcription: Spelling</b>	I think I can	My parent / carer thinks I can
1. Use further prefixes and suffixes and understand the guidance for adding them		
2. Spell some words with silent letters		
3. Continue to distinguish between homophones and other words which are often confused		
4. Use dictionaries to check the spelling and meaning of words and use a thesaurus		
5. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary		
<b>Transcription: Handwriting</b>	I think I can	My parent / carer thinks I can
6. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters		
7. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task		
<b>Writing: Composition</b>	I think I can	My parent / carer thinks I can
8. Plan my writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models		
9. Plan my writing by: noting and developing initial ideas drawing on reading and research where necessary		
10. Draft and write by: selecting appropriate grammar and vocabulary		
11. Draft and write by: using a range of devices to build cohesion within paragraphs		
12. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader		
13. Evaluate and edit by: assessing the effectiveness of my own writing and others by giving specific examples		
14. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects		
15. Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing		
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing		
17. Proof-read for spelling and punctuation errors		
<b>Writing: Vocabulary, Grammar and Punctuation</b>	I think I can	My parent / carer thinks I can
18. Use the perfect form of verbs to mark relationships of time and cause		
19. Use expanded noun phrases to convey complicated information concisely		
20. Use modal verbs or adverbs to indicate degrees of possibility		
21. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		
22. Use commas to clarify meaning or avoid ambiguity in writing		
23. Use brackets, dashes or commas to indicate parenthesis		
24. Learn the grammar for St 5. Use & understand the St 5 grammatical terminology		

Maths		
Place value	I think I can	My parent / carer thinks I can
1. Read, write, order & compare numbers to at least 1 000 000 and determine the value of each digit.		
2. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000		
3. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.		
4. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.		

Maths		
Addition and subtraction	I think I can	My parent / carer thinks I can
5. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).		
6. Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and levels of accuracy.		
7. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
Multiplication and division	I think I can	My parent / carer thinks I can
8. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.		
9. 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.		
10. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division.		
11. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.		
12. Recognise and use square numbers and cube numbers, and the notation for squared and cubed.		
Fractions	I think I can	My parent / carer thinks I can
13. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and multiples of the same number.		
14. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.		
15. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $> 1$ as a mixed number.		
16. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.		
17. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read and write decimal numbers as fractions (e.g. $0.72 = \frac{72}{100}$ ).		
18. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places.		
19. Write percentages as a fraction. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.		
Measure	I think I can	My parent / carer thinks I can
20. Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).		
21. Measure & calculate the perimeter of composite rectilinear shapes in cm/m. Calculate the area of squares/rectangles using standard units, square cm/m and estimate the area of irregular shapes.		
22. Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water).		
23. Solve probs involving converting between units of time. Use all four operations to solve probs involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.		
Geometry		
24. Identify 3D shapes, including cubes and other cuboids, from 2D representations.		
25. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.		
26. Identify: angles at a point and one whole turn (total $360^\circ$ ); angles at a point on a straight line and $\frac{1}{2}$ a turn (total $180^\circ$ ); other multiples of $90^\circ$ .		
27. Use the properties of rectangles to deduce related facts and find missing lengths and angles.		
28. 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	I think I can	My parent / carer thinks I can
29. Solve comparison, sum and difference problems using information presented in a line graph.		
30. Complete, read and interpret information in tables, including timetables.		