

Mathematics

- ⇒ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- ⇒ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- ⇒ Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- ⇒ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- ⇒ 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 and divide whole numbers and those involving decimals by 10, 100 and 1000
- ⇒ 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
- ⇒ 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
- ⇒ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- ⇒ 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
- ⇒ 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
- ⇒ 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
- ⇒ 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
- ⇒ 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
- ⇒ 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.
- ⇒ 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 ($^\circ$)
- ⇒ Identify angles at a point and one whole turn (total 360°); at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
- ⇒ 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
- ⇒ Complete, read and interpret information in tables, including timetables



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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 academy. 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 child, please talk to your child's teacher.

Reading

- ⇒ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
- ⇒ Making comparisons within and across books
- ⇒ Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- ⇒ Identifying and discussing themes and conventions in and across a wide range of writing
- ⇒ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ⇒ Asking questions to improve their understanding
- ⇒ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- ⇒ Predicting what might happen from details stated and implied
- ⇒ Identifying how language, structure and presentation contribute to meaning
- ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ⇒ Recommending books that they have read to their peers, giving reasons for their choices
- ⇒ Participate in discussions about books, building on their own and others' ideas and challenging views courteously
- ⇒ Explain and discuss their understanding of what they have read,
- ⇒ Including through formal presentations and debates,
- ⇒ Provide reasoned justifications for their views

Writing

- ⇒ Spell some words with 'silent' letters
- ⇒ Continue to distinguish between homophones and other words which are often confused
- ⇒ Use dictionaries to check the spelling and meaning of words
- ⇒ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ⇒ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ⇒ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ⇒ Précising longer passages
- ⇒ Using a wide range of devices to build cohesion within and across paragraphs
- ⇒ Using further organisational and presentational devices to structure text and to guide the reader
- ⇒ Ensuring the consistent and correct use of tense throughout a piece of writing
- ⇒ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ⇒ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- ⇒ Use a thesaurus
- ⇒ Using expanded noun phrases to convey complicated information concisely
- ⇒ Using modal verbs or adverbs to indicate degrees of possibility
- ⇒ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ⇒ Converting nouns or adjectives into verbs
- ⇒ Devices to build cohesion, including adverbials of time, place and number
- ⇒ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ⇒ Using passive verbs to affect the presentation of information in a sentence
- ⇒ Using the perfect form of verbs to mark relationships of time and cause
- ⇒ Differences in informal and formal language
- ⇒ Further cohesive devices such as grammatical connections and adverbials
- ⇒ Use of ellipsis
- ⇒ Using commas to clarify meaning or avoid ambiguity in writing
- ⇒ Using brackets, dashes or commas to indicate parenthesis
- ⇒ Using hyphens to avoid ambiguity
- ⇒ Using semicolons, colons or dashes to mark boundaries between independent clauses
- ⇒ Using a colon to introduce a list
- ⇒ Punctuating bullet points consistently