End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as **Key Learning Indicators of Performance** as these have the greatest impact on the further development of skills and subsequent learning.
They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link https://www.gov.uk/government/publications/national-curriculum-inengland-primary-curriculum
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.

Mathematics

- Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.
- Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).
- 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.
- Use partitioning to double or halve any number, including decimals to two decimal places.
- Multiply and divide numbers mentally drawing upon known facts.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- 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.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

- Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).
- 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.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Plot specified points and complete shapes▪
- 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 half a turn (total 180°).
- Estimate (and calculate) volume ((e.g., using 1 cm3 blocks to build cuboids (including cubes) and capacity (e.g. using water).
- Convert between different units of metric measure.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Read, write, order and compare numbers to at least 1 000 000 & determine the value of each digit.
- Read, write, order and compare numbers with up to 3 decimal places.
- Identify the value of each digit to three decimal places.
- Identify represent and estimate numbers using the number line.
- Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Multiply/divide whole numbers and decimals by 10, 100 and 1000.
- Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).
- Calculate and compare the area of rectangle, use standard units square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
- Use all four operations to solve problems involving measure using decimal notation, including scaling.
- Complete, read and interpret information in tables and timetables.

- **Reading**

- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.
- Explore, recognise and use the terms metaphor, simile, imagery.
- Other important aspects of reading in Year 5
- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Recommend books to their peers with reasons for choices.
- Read books and texts that are structured in different ways for a range of purposes.
- Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the
- meaning is clear to an audience.
- Predict what might happen from information stated and implied.

Writing

- Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly
- Use different sentence structures with increasing control
- Use organisation and presentational devices e.g. underlining, bullet points, headings.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus
- Write fluently using a joined style as appropriate for independent writing.
- Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.
- Other important aspects of writing in Year 5 Recognise and spell words ending in –able and –ible. Recognise and spell words ending in –ably and –ibly.
- Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.
- Recognise and spell words containing the letter string ough.
- To recognise and spell the suffixes -al,- ary,- ic.
- To spell further suffixes, e.g. ll in full becoming l.
- Spell some words with ‘silent’ letters,
- e.g. knight, psalm, solemn.