Number: Number and Place Value

- 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.

Number: Addition and Subtraction

- 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.

The Federation of Longhorsley and Whalton C of E Schools

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 2014 National Primary 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.

Reading Expectations - Children working at the expected level.

Reading - 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.

Reading - Comprehension

• Maintain positive attitudes to reading and understanding of what they read by:

• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• reading books that are structured in different ways and reading for a range of purposes

• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

• recommending books that they have read to their peers, giving reasons for their choices

• identifying and discussing themes and conventions in and across a wide range of writing

• making comparisons within and across books

• learning a wider range of poetry by heart

• preparing 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.

Understand what they read by:

• 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

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

• predicting what might happen from details stated and implied

• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

• 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.

• Distinguish between statements of fact and opinion.

• Retrieve, record and present information from non-fiction

• Participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary.

• Provide reasoned justifications for their views.
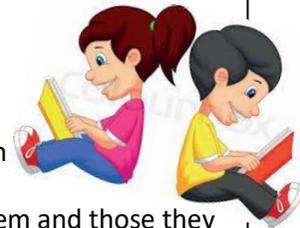
Maths – Children working at the expected level

Geometry: Properties of Shapes

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- 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.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (o).
- Identify angles at a point and one whole turn (total 360o).
- Identify angles at a point on a straight line and half a turn (total 180o).
- Identify other multiples of 90o.

Number: Fractions

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

Geometry: Position and Direction

- 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

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

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 (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm3 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.

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.

Writing Expectations –

children working at the expected level

Composition:

- To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- To use dialogue to convey a character and advance the action with increasing confidence.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

Grammar and Punctuation:

- To use the full range of punctuation from previous year groups.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.
- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

Transcription:

- To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- To spell many words correctly from the Y5/6 statutory spelling list.
- To write legibly, fluently and with increasing speed.