Reading

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Understand what they read by:

- Checking that the book makes sense to them and demonstrating understanding e.g. *through discussion, use of reading journals.*
- Demonstrating active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.*
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predicting what might happen from information stated and implied.
- Re-read and reads ahead to locate clues to support understanding.
- Scanning for key words and text marking to locate key information.
- Provide reasoned justifications for their views by:

Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).

Writing

- Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.*
- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.*
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*

Plan their writing by:

Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.*

- Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Choose when it is appropriate to print or join writing e.g. *printing for labelling a scientific diagram.*

Mathematics

- Read, write, order and compare numbers to at least 1 000 000 and 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).*
- 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.
- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
- 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.
- 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°) and *Plot specified points and complete shapes.*
- Estimate *(and calculate)* volume ((e.g., using 1 cm^3 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.
- Calculate and compare the area of rectangle, use standard units square centimetres (cm^2) and square metres (m^2) 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.

BENJAMIN HARGREAVES C of E PRIMARY 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 staff, following the new National Curriculum statutory guidance, has identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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.