

Maths

- Read, compare, order and write numbers to 1 000 000 and determine the value of each digit.
- Read, compare, order and write numbers 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, 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, using 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 four 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.
- Solve problems involving multiplication and division using their knowledge of factors and multiples, squares and cubes.
- Multiply numbers up to four digits by a one- or two digit number using a formal written method including long multiplication for two-digit numbers.
- Divide numbers up to four digits by a one-digit number using a 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.

Clarendon Road Primary School



End of Year Five Expectation

This booklet provides information on the end of year key learning expectation. The indicators have been taken from the National Curriculum, which can be accessed using the following link:

<https://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject>

- **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. making impressions and using evidence from text.
- 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 email address.

Other important aspects of writing in Year 5

- Recognise and spell words ending in –able and –ible.
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- 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.