

Mathematics: We are Mathematicians

- Count forwards and backwards with positive and negative numbers through zero
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000
- Compare and order numbers up to 1,000,000
- Compare and order numbers with 3 decimal places
- Read Roman numerals to 1000
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts
- Recall prime numbers to 19
- Recognise and use square numbers and cube numbers
- Recognise place value of any number up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place
- Add and subtract numbers with more than 4-digits using formal written method
- Use rounding to check answers
- Multiply 4-digit by 1-digit/2-digits
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers 7 decimals by 10, 100 and 1000
- Recognise and use thousandths
- Recognise mixed numbers and improper fractions and convert from one to another
- Multiply proper fractions and mixed numbers by whole numbers
- Identify and write equivalent fractions
- Solve time problems using timetables and converting between different units of time.



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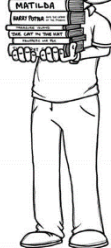
Ready, Respectful, Responsible

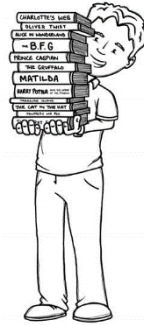
END OF YEAR EXPECTATIONS FOR YEAR 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should aim to meet in order to make continued progress through primary school.


All the objectives will be taught in class, at an appropriate level for your child, throughout the year. Any extra support that you can provide in helping your child with 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 see your child's teacher.

Reading: We are Readers

- Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity
 - Summarise main points of an argument or discussion within reading and make up own mind about issue/s
 - Compare between two texts
 - Appreciate that people use bias in persuasive writing
 - Appreciate how two people may have a different view on the same event.
 - Distinguish between statements of fact and opinion and find examples.
 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Vary voice for direct or indirect speech
 - Prepare 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.
 - Explain how and why a writer has used clauses to add information to a sentence
 - Use more than one source when carrying out research
 - Create a set of notes to summarise what has been read.
 - Confidently use dictionaries to check the meaning of unknown words that they have read.
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- A black and white line drawing of a person from the waist up, holding a very tall stack of books. The books have various titles, including 'MATHS', 'SCIENCE', 'HISTORY', 'LITERATURE', and 'ART'. The person is wearing a simple t-shirt and trousers.



Writing: We are Writers

- Evidence of some of the Year 5/6 words spelt correctly
 - Continue to distinguish between homophones and other words that are often confused (e.g. aisle/isle, license/licence, practice/practise)
 - Add phrases to make sentences more precise and detailed
 - Use range of sentence openers – judging the impact or effect needed
 - Consistent and correct use of tense throughout writing
 - Use pronouns to avoid repetition
 - Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)
 - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g. the boy, who was feeling very ill ..., the boy, feeling very ill ...)
 - Correct use of basic punctuation
 - Use brackets, dashes or commas to indicate parenthesis
 - Link clauses in sentences using a range of subordinating and coordinating conjunctions
 - Use verb phrases to create subtle differences (e.g. she began to run)
 - Consistently organise writing into paragraphs
 - Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
 - Writing legibly, fluently and with increasing speed, joining letters
 - Proof reading for spelling, punctuation errors and edit writing for sense
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- A simple line drawing of a person sitting in a wheelchair. The person is facing forward, and the wheelchair has large rear wheels and smaller front wheels. The drawing is located in the top right corner of the page.

