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*End of Year Expectations  
for a Year Five Child*

## Year Group Overview of Themes 2017-2018

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Should we go to the circus?	Who were the Greeks?	Is space the final frontier?	Do we live in a fair world? (eg. fair trade)	How has childhood changed through time? (Victorians)	Why do we go to North Wales? (regional study)
Main subject focus	History	Geography	Literacy	History	Science	Geography

### Being a reader

- I can read words aloud and understand the meaning of at least half of the words on the Year 5/6 list.
- I can read, understand and enjoy a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures and traditions.
- I can write a detailed book review including reasons why I would recommend the book.
- I understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.
- I can find and write down facts and information from non-fiction texts.
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- I can ask sensible and interesting questions about the texts to help me understand them more.
- I can explain characters feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
- I can talk about how authors use language, and the impact it has on the reader.
- I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.



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### Being a speaker

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.
- I can read, understand and enjoy a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify specific ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. Narrative verse, haiku.
- I can prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume & action.

### Being a writer

- I can select appropriate grammar and vocabulary
- I can describe settings, characters and atmosphere and integrates dialogue to convey character and advance the action
- I can use a wide range of devices to build cohesion within and across paragraphs (adverbials, pronouns, prepositional phrases)
- I can use organizational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- I can extend sentences with more than one clause by using a range of conjunctions and relative clauses
- I can use the present perfect form of verbs (e.g. I have walked to school)
- I can choose nouns or pronouns appropriately
- I can use conjunctions, adverbs and prepositions
- I can use fronted adverbials
- I can use modal verbs or adverbs to indicate degrees of possibility (e.g. should, could, can)
- I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural
- I can use and punctuates direct speech
- I can use commas after fronted adverbials
- I can use commas to clarify meaning
- I can use brackets, dashes or commas to indicate parenthesis (extra information)
- I can use prefixes and suffixes and understands how to add them
- I can spell words with silent letters
- I can continue to distinguish between homophones and other words which are often confused
- I can place the possessive apostrophe accurately in words with regular and irregular plurals
- I can write legibly, fluently and with increasing speed
- I can decide whether or not to join specific letters
- I can choose the writing tool which is best suited for a task
- I can increase quality and consistency of their handwriting
- I can join words and joins clauses using subordination (e.g. because, that, if when) and co-ordination (e.g. but, or, and)
- I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- I can use expanded noun phrases (gives extra detail about the noun)
- I can use tenses accurately
- I can use different sentence structures
- I can use direct speech
- I can use subordinate clauses
- I can use adjectives, adverbs, prepositions (including phrases) and conjunctions
- I can use a range of determiners (words which come before a noun e.g. the, a, my, this, some)
- I can use fronted adverbials with commas



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# A Year Five Child Mathematics

## Addition Strategies

Column addition

$$\begin{array}{r}
 6584.65 \\
 + 5848.2 \\
 \hline
 12432.85 \\
 \hline
 111
 \end{array}$$

## Subtraction Strategies

Column subtraction

$$\begin{array}{r}
 3 \phantom{.00} \\
 - 1.76 \\
 \hline
 1.24
 \end{array}$$

## Multiplication Strategies

Grid Method

$$\begin{array}{r|l}
 \checkmark 49 \times 3 \\
 \hline
 \begin{array}{|c|c|c|}
 \hline
 3 & 9 & 27 \\
 \hline
 \hline
 \hline
 \end{array}
 \end{array}$$

Expanded column

$$\begin{array}{r}
 \checkmark 38 \times 7 \\
 \begin{array}{r}
 38 \\
 \times 7 \\
 \hline
 56 \quad (7 \times 8) \\
 210 \quad (7 \times 30) \\
 \hline
 266
 \end{array}
 \end{array}$$

## Division Strategies

Chunking

$$\begin{array}{r}
 \checkmark 2408 \div 7 \\
 \begin{array}{r}
 2408 \\
 \underline{7} \phantom{00} \\
 7008 \\
 \underline{7000} \\
 8 \\
 \underline{7} \\
 1
 \end{array}
 \end{array}$$

Short division

$$\begin{array}{r}
 98 \div 7 \text{ becomes} \\
 \begin{array}{r}
 14 \\
 7 \overline{) 98} \\
 \underline{7} \phantom{0} \\
 28 \\
 \underline{28} \\
 0
 \end{array}
 \end{array}$$

## Being a mathematician

### Number

- I can read, write, order and compare numbers up to at least one million and say the value of each digit.
- I can count forwards and backwards in steps of powers of 10 for any given number up to one million.
- Can use negative numbers in context when looking at temperature or money, counting forwards or backwards through 0.
- I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.
- I can add or subtract numbers:
  - With 2 and 3 digits in my head.
  - With more than 4 digits using written methods.
- I recognize mixed numbers and improper fractions and can convert from one to another.
- I can read and write decimal numbers as fractions.
- I can write decimals as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I can multiply numbers up to 4-digits by a 1 or 2 digit number using formal written methods, including long multiplication for a 2 digit number.
- I can divide number up to 4 digits by 1 digit number.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving multiplication and division:
  - Using factors and multiples, squares and cube.
  - Scaling by simple fractions and problems involving simple rates.
- I can read, write, order and compare numbers up to 3dp.

## Being a mathematician

### Measurement, geometry & statistics

- I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees,
- I can convert between different units of metric measures e.g. Kilometer & metre, Centimetre & metre, gram & kilogram, litre & millilitre, and estimate the volume and capacity.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm & m.
- I can calculate and compare the areas of squares and rectangles including using standard units ( $\text{cm}^2$  &  $\text{m}^2$ ) and estimate the area of irregular shapes.
- I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.
- I can solve comparison, sum and difference problems using information presented in a line graph.
- I can complete, read and interpret information in tables, including timetables.

## Being a Scientist

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- I can describe the life processes of reproduction in some plants and animals.
- I can describe the changes on humans by age.
- I can compare and group together everyday materials based on properties (hardness, solubility, transparency, conductivity and magnetism).
- I know that some materials will dissolve in liquid to form a solution, and describe how to recover substance from a solution.
- I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- I can give reasons, based on evidence, from comparative and fair tests, for the particular uses of everyday materials, e.g. Metals, wood and plastic.
- I can demonstrate that dissolving, mixing and changes of state are reversible changes and can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.
- I can describe the movement of the earth and other planets, relative to the sun in the solar system.
- I can describe the sun, earth and moon as approximately spherical bodies and can use the idea of the earth's rotation to explain day and night.
- I can explain that unsupported objects fall towards the earth because of the force of gravity.
- I can identify the effects of water resistance, air resistance and friction,
- I can recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.



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### Being a Geographer

- I can name and locate countries and cities of the UK.
- I can name and locate the main countries and capital cities in Europe and South America.
- On a world map, I can locate areas of similar environmental regions, either desert, rainforest or temperate regions.
- I can explain why many cities are situated on or close to rivers.
- I can explain the parts of a river and its course.
- I can name and locate many of the world's famous rivers in an atlas.
- I can use and explain the terms climate zone and biomes.
- I can explain how a location fits into its wider geographical location with reference to human and geological features.
- Relate different maps to each other and to aerial photos.
- I can choose the most appropriate map/globe for a specific purpose.
- I can plan a journey to a place in the UK.

## Being an Historian

- I can draw a timeline with different historical periods showing key historical events I have studied.
- I can compare two historical periods (Anglo-Saxons & Viking times) explaining things that changed and things that stayed the same.
- I can describe in depth some of the main events, people and aspects of their lives from Anglo-Saxon & Viking times, using appropriate terminology (invade, settle, trade, culture)
- I can identify the causes and impact of important events and changes in Britain.
- I give my own reasons why changes may have occurred, backed up by evidence I have researched)
- I can create my own historically valid questions and can test out a hypothesis in order to answer questions (e.g. were the Vikings vicious raiders?)
- I can describe some of the important features of ancient Greece and their influence on the western world using terminology such as civilization, city state & democracy.
- I have looked at different versions of the same event in history and have identified differences in the accounts. I know that people both now and in the past represent events or ideas in a way that persuade others.
- I understand how our knowledge of the past is constructed from a range of primary and secondary sources and can make decisions about the reliability of sources.
- I can examine an artifact and explain what it shows us about the people of the time e.g. the skills of their crafts people. I can use evidence to support my point of view.
- I can present my findings about the past using my speaking, drama, drawing, maths and ICT skills.
- I can produce structured writing which selects and organizes information using appropriate dates and terms and uses evidence to support my point of view.

## Being an Artist

- I can investigate and discuss painting, objects and things as starting points for my work.
- I can discuss and write my opinions about a piece of art work commenting on: focus, style and appeal, listen to the ideas and views of others, modelling correct vocabulary relating to –line, shape, colour, tone, pattern, texture.
- I can understand and use perspective and proportion in my sketches (e.g. in still life, comparing objects to each other).
- I can study historical objects and use appropriate materials to recreate a similar 3D artefact e.g. Viking sword.
- I can discuss shades and tones (shade adding black, tone adding white), complimentary and harmonious colours.
- I can use skills taught to produce and emulate a piece of art and decide which element an artist has used – drawing, painting, 3D work, collage, printing, textiles, and photography.
- I can explain the different grades of pencil for shading and the effects of reflected light on a sketch.
- I understand objects and people within a still life sketch have meaning as well as the reason for using specific colours.
- I evaluate my final piece and comment on tools, skills used, effect and mood.



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## Being a Computer User

- I understand the benefits of developing a 'nickname' for online use.
- I can competently use the internet as a search tool.
- I can design algorithms that use repetition & 2-way selection.
- I can evaluate and debug programs effectively.
- I can experiment with variables to control models.
- I can use technology to control an external device.
- I can create and edit a variety of digital content using different devices and software (e.g. Garageband, iMovie).
- I can select and use software to accomplish specific goals.
- I understand that you have to make choices when using technology and that not everything is true and/or safe.

## Being a Linguist

- I can name and describe people.
- I can name and describe a place
- I can hold a simple conversation with support with four exchanges.
- I am beginning to understand a short story or factual text and note the main points. I can use the context to work out unfamiliar words.
- I am beginning to write a paragraph of 4–5 sentences.
- I can use substitute words and phrases.

## Being a Designer

- I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer aided design.
- I can select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
- I can select from and use a wider range of materials and components, including construction materials, and textiles according to their functional properties and aesthetic qualities.
- I can investigate and analyze a range of existing products.
- I can evaluate my ideas and products against design criteria and am beginning to take into account the views of others to improve my work.
- I understand how key events and individuals in design and technology have helped shape the world.
- I apply my understanding of how to strengthen, stiffen and reinforce more complex structures.
- I understand and use mechanical systems in my products (e.g. Gears, pulleys, cams, levers and linkages)
- I understand and use electrical systems in my products (e.g. Series circuits incorporating switches, bulbs, buzzers and motors).
- I understand and apply the principles of a healthy and varied diet.
- I prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.



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### Being a musician

- I can breathe in the correct place when singing.
- I can maintain my part whilst others are performing.
- I can play clear notes on instruments including the glockenspiel and keyboard.
- I can improvise within a group using melodic and rhythmic changes.
- I can use notation to record groups of pitches (chords).
- I can understand and use staff notation.
- I can describe, compare and evaluate music using musical vocabulary.
- I can explain why I think music is successful or unsuccessful.
- I can contrast the work of a famous composer and explain my preferences.
- Traditions-Ground Bass, call and response, drone.
- I can improvise and compose music for a range of purposes using their inter-related dimensions in music.

### PSE Themes

- Alcohol
- Relationships and their difficulties
- Bullying
- Preparing for puberty
- The skin
- Money Matters

### Being a reflective thinker

- I can express thoughtful idea about why people believe in god or not and the impact on someone's life.
- I can offer interpretations of 2 of Jesus parables and what they might teach Christians about how to live.
- I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world of today.
- I can select and describe the most important functions of a place of worship for the community.
- I can describe some Christian and humanist views simply.
- I can express my own ideas some big moral concept, such as fairness, honesty etc. .... Comparing them to the ideas of others they have studied.
- I can suggest reasons why it might be difficult, offering different points of view.

### Being a sportsman

#### Games

- I can gain possession by working as a team
- I can pass in different ways.
- I can use forehand and backhand with a racket.
- I can field.
- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

#### Gymnastics

- I can make complex, extended sequences.
- I can combine balance, action and shape.
- I can perform consistently to different audiences

#### Dance

- I can compose my own dance in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

#### Athletics

- I am controlled when taking off or landing.
- I can throw accurately.
- I can combine running and jumping.

#### Outdoor and adventurous

- I can follow a map in an n unknown location.
- I can use glues and a compass to navigate a route.
- I can change my route to overcome problems.
- I can use new information to change my route.