

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Provide expanded answers using evidence from the text.
- Compare between two texts identifying likes/dislikes and differences in structure, features and language.
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech when reading aloud.
- Recognise clauses (a collection of words that has a subject that is actively doing a verb - big dog barked) within sentences.
- 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.
- Use text marking to support comprehension questions.



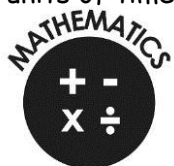
Writing

- Add phrases to make sentences more precise and detailed.
 - Use range of sentence openers - judging the impact or effect needed (Despite, Furthermore, Usually)
 - Begin to adapt sentence structure to text type.
 - Use pronouns to avoid repetition (I, he, she, you, we)
 - Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
 - Use the following to indicate parenthesis:
 - Brackets, dashes and commas - Tom (from next door) stood on my foot!
- (Parenthesis is a word or phrase inserted as an explanation or afterthought)
- Use commas to clarify meaning or avoid ambiguity.
 - Link clauses in sentences using a range of subordinating (*when, if, that, because*) and coordinating conjunctions (*or, and, but*)
 - Use verb phrases to create subtle differences (e.g. she began to run).
 - Consistently organize into paragraphs.
 - Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
 - Write legibly, fluently and with increasing speed in a cursive joined style.



Mathematics

- Count forwards and backward 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 - 5.275.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables up to 12×12 to derive other number facts.
- Recall prime numbers up to 19 (Divided evenly by 1 and itself)
- Recognise and use square numbers (The answer we get after multiplying the number by itself $4=2 \times 2$) and cube numbers (Answers created when multiplying a number by itself 3 times $125 = 5 \times 5 \times 5$)
- 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-digits by 1-digit/ 2-digit/Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- 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 (Have the same value even though they look different $1/3=2/6=4/12$)
- Solve time problems using timetables and converting between different units of time.



CHRISTOPHER PICKERING PRIMARY SCHOOL



End of Year Expectations

Year 5

This document provides information on the end of year expectations for children in our school. The National 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 and investigation. 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 document or want support in knowing how best to help your child, please talk to your child's teacher.