

Simonside Primary School

Year 5 Curriculum Expectations

Including Non-
Negotiables



A guide for Parents/Carers

End of Year Expectations – Year 5

This booklet provides information for Parents/Carers about the End of Year Expectations for children in Year 5, based on the requirements of the National Curriculum, 2014. These requirements have been outlined as the minimum expectation for your child, in order to ensure they make progress in the following year.

All of 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 child to achieve these, is greatly valued.

If you have any queries regarding the content of this booklet, or you would like support in knowing how best to help your child, please see your child's teacher and they will be more than happy to help.

SCIENCE

- I can explain that some changes result in the formation of new materials and that this kind of change is not usually reversible
- I can give reasons based on evidence from comparative and fair tests
- I can explain how pollination and fertilization occurs in plants
- I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- I can identify scientific evidence that has been used to support or refute ideas or arguments
- I can work with others to carry out tests to answer questions e.g. which materials would be most effective for making a warm jacket for wrapping ice cream to stop it melting?
- I can work with others to research the eight planets of the Solar system
- I can work with others to create a model of the Solar System
- I can demonstrate that dissolving, mixing and changes of state are reversible changes
- I can explore different designs making a variety of parachutes and carrying out fair tests to determine which designs are the most effective
- I can design and make products that use levers, pulleys, gears and or springs and explore their effects
- I can explore resistance in water by making and testing boats of different shapes
- I can explore the friction on movement and find out how it slows or stops moving objects

Essential Skills and Knowledge

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- I can describe the life process of reproduction in some plants and animals
- I can describe the changes as humans develop to old age
- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- I know that some materials will dissolve in liquid to form a solution, and describe how to recover a 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, including metals, wood and plastic
- I can demonstrate that dissolving, mixing and changes of state are reversible changes
- I can explain that some changes result in the formation of new materials, and that this type of change is not reversible, including changes associated with burning and the action of acid and bicarbonate of soda

- I can describe the movement of the moon relative to the earth
- I can describe the sun, earth and moon as approximately spherical bodies
- I can use the idea of the earth's rotation to explain the day and night and the apparent movement of the sun across the sky
- I can explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object
- I can identify the effects of air resistance and friction, the act between moving surfaces
- I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

MATHEMATICS

- Count forwards & 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 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 up to 19.
- Recognise PV of any number up to 1000000.
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 10,0000.
- Round decimals with 2 decimal place p to nearest whole number and decimal place
- Add & subtract :
Numbers with more than 4-digits using efficient written method (column)
Numbers with up to 2 dp
- Multiply:
4-digits by 1-digit/2-digit
- Divide:
4-digits by 1-digit
- Multiply and divide:
Whole numbers & decimals by 10, 100 and 1000
- Count up/down in thousandths
- Recognise mixed numbers and fractions as well as convert from one to another
- Multiply proper fractions by whole numbers
- Solve time problems using timetables and converting between different units of time

READING

- Summarises main points of an argument or discussion within their reading and makes up own mind about issue/s.
- Compare between two texts.
- Appreciates that people use bias in persuasive writing.
- Appreciates how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Varies voice for direct or indirect speech.
- Recognise clauses within sentences
- Uses more than one source when carrying out research.
- Creates set of notes to summarise what has been read.

WRITING

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Use:
Brackets. Dashes, Commas.
- Use commas to clarify meaning or avoid ambiguity.
- 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 organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Legible and fluent handwriting style.