End of Year Expectations for Year 5 for New National Curriculum – EXPECTED (At National Standard)

Year 5 Maths

Year 5 Number and Place Value

Number and Place Value

Sufficient evidence shows the ability to:

- ❑ Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- ❑ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- ❑ Round any number up to
- ❑ 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- ❑ Solve number problems and practical problems that involve all of the above.
- ❑ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

Sufficient evidence shows the ability to:

- ❑ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- ❑ Add and subtract numbers mentally with increasingly large numbers.
- ❑ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- ❑ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

Sufficient evidence shows the ability to:

- ❑ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- ❑ Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
- ❑ Establish whether a number up to 100 is prime & recall prime numbers up to 19.
- ❑ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- ❑ Multiply and divide numbers mentally drawing upon known facts.
- ❑ Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- ❑ Multiply and divide whole numbers and those involving decimals by 10, 100 &1000.
- ❑ Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- ❑ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- ❑ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- ❑ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

Sufficient evidence shows the ability to:

- ❑ Compare and order fractions whose denominators are all multiples of the same number.
- ❑ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- ❑ Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number[2/5 + 4/5 = 6/5 = 1 1/5].
- ❑ Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- ❑ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- ❑ Read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- ❑ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- ❑ Round decimals with two decimal places to the nearest whole number and to one decimal place.
- ❑ Read, write, order & compare numbers with up to three decimal places.
- ❑ Solve problems involving number up to three decimal places.
- ❑ Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal.
- ❑ Solve problems which require knowing percent & decimal equivalents of 1/2, 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Year 5 Geometry and Measures

Measures

Sufficient evidence shows the ability to:

- ❑ Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre).
- ❑ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- ❑ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- ❑ Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- ❑ Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
- ❑ Solve problems involving converting between units of time.
- ❑ Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – Properties of Shapes

Sufficient evidence shows the ability to:

- ❑ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- ❑ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- ❑ Draw given angles, and measure them in degrees (˚).
- ❑ Identify: angles at a point and one whole turn (total 360˚) angles at a point on a straight line & 1/2 a turn (total 180˚) and other multiples of 90˚.
- ❑ Use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry – Position and Movement

Sufficient evidence shows the ability to:

- ❑ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

Sufficient evidence shows the ability to:

- ❑ Solve comparison, sum and difference problems using information presented in a line graph.
- ❑ Complete, read and interpret information in tables, including timetables.

Year 5 Reading

Word Reading

Sufficient evidence shows the ability to…

- ❑ Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- ❑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- ❑ Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- ❑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to…

- ❑ Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- ❑ Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- ❑ Recommend books they have read to their peers, giving reasons.
- ❑ Discuss and comment on themes and conventions in a variety of genres.
- ❑ Read and recite age-appropriate poetry which has been learned by heart.
- ❑ Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- ❑ Discuss their understanding of the meaning of words in context, finding other words which are similar.
- ❑ Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- ❑ Readily ask questions to enhance understanding.
- ❑ Make comparisons within and across texts e.g. compare two ghost stories.
- ❑ Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- ❑ Distinguish fact from opinion with some success.
- ❑ Retrieve, record and present information from non-fiction texts.
- ❑ Summarise main ideas from more than one paragraph, identifying key details which support these.
- ❑ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- ❑ Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- ❑ Write from memory, dictated sentences which include words from the ks2 curriculum.
- ❑ Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.
- ❑ Spell correctly words with letters which are not sounded e.g. knight, solemn.
- ❑ Use the hyphen to join a prefix to a root e.g. re-enter.
- ❑ Spell some homophones from the YR 5-6 spelling appendix.
- ❑ Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

Handwriting

Evidence:

- ❑ Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
- ❑ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- ❑ Discuss and develop initial ideas in order to plan and draft before writing.
- ❑ Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- ❑ Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- ❑ Use a range of presentational devices, including use of title, subheadings and bullet points.
- ❑ Use dialogue to indicate character and event.
- ❑ Describe characters, settings and plot, with growing precision.
- ❑ Find key words and ideas; begin to write a summary.
- ❑ Evaluate own and others' writing; with direction, proof read, edit and revise.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- ❑ Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- ❑ Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
- ❑ Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- ❑ Usually maintain correct tense.
- ❑ Begin to recognise active and passive voice.
- ❑ Identify and select determiners.
- ❑ Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- ❑ Use vocabulary which is becoming more precise.
- ❑ Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.