

Year 5 – Maths

Children must be able to problem solve, explaining their reasons fluently in each of the skills below.

Number and Place Value (NPV)

1. I can read, write, order and compare four and five-digit numbers
- 2. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit**
3. I can count backwards through zero to include negative numbers
- 4. I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero**
- 5. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000**
6. I can read Roman numerals to 100
7. I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals
8. I can solve number problems and practical problems that involve all of the above

Addition and Subtraction (AS)

- 1. I can add whole numbers with more than 4 digits, using formal written methods and apply these methods in different situations**
- 2. I can subtract whole numbers with more than 4 digits, using formal methods and apply these methods in different situations**
- 3. I can add and subtract numbers mentally with increasingly large numbers**
4. I can estimate and use inverse operations to check answers to a calculation

Multiplication and Division (MD)

- 1. I can recall multiplication and division facts for multiplication tables up to 12 × 12**
2. I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
3. I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- 4. I can 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 to solve problems**
5. I can divide 3-digit numbers by a one-digit number using a formal method.
- 6. I can 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**
7. I can multiply and divide a two-digit whole number by 10, 100 and 1000
- 8. I can multiply and divide whole numbers and decimals by 10, 100 and 1000**
9. I can recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
10. I can solve problems using addition, subtraction, multiplication and division and a combination of these.

Fractions, Decimals, Percentage and Ratio and Proportion (FDP)

- 1. I can compare and order fractions whose denominators are all multiples of the same number**
- 2. I can identify, name and write equivalent fractions of any given fraction**
3. I can recognise mixed numbers and improper fractions and convert from one form to the other
- 4. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number**
5. I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
6. I can recognise and write decimal equivalents of any number of tenths and hundredths.
7. I can read, write, order and compare decimal numbers as fractions including tenths, hundredths and thousandths and round to 1dp
- 8. I can round decimals with two places to whole numbers**
9. I can recognise and understand the percent symbol and write percentages as a fraction with denominator 100 & decimals
10. I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Statistics (S)	Measure (M)	Geometry (G)
<p>1. I can interpret and present discrete and continuous data using appropriate graphical methods including bar charts</p> <p>2. I can solve comparison, sum and difference problems using information presented in a line graph</p> <p>3. I can complete, read and interpret information in tables, including timetables</p>	<p>1. I can choose when to convert between different units of metric measure (e.g, km and m; cm and m; cm and mm; g and kg; l and ml; money)</p> <p>2. I understand and use approximate equivalences between metric units and common imperial units such as inches, miles, pounds and pints</p> <p>3. I can measure and calculate the perimeter of composite rectilinear shapes</p> <p>4. I can calculate and compare the area of rectangles and irregular shapes</p> <p>5. I can read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>5. I can solve problems involving converting between units of time</p> <p>6. I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</p> <p>7. I can solve problems involving money</p>	<p>1. I can use a variety of sorting diagrams to compare and classify geometric shapes, including quadrilaterals and triangles based in their properties and sizes.</p> <p>2. I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>3. I can identify, estimate, draw and compare acute, obtuse and reflex angles</p> <p>4. I can solve problems of angles at a point and in a straight line</p> <p>5. I can use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>6. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>7. I can complete a simple symmetric figure with respect to a specific line of symmetry (eg draw the reflection of a shape in a mirror line)</p> <p>8. I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape is the same</p>



Year 5 – Reading

Word Reading	Comprehension
<ol style="list-style-type: none"> 1. I can read age appropriate books with greater pace and understanding. 2. I can select age appropriate books to read from the library and review my choices, providing reasoned justification for my views. 3. I can understand and explain the function of sophisticated punctuation: speech marks for dialogue, commas, ellipsis and brackets, apostrophes, semi-colons, colons and dashes. 4. I show awareness of punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets. 5. I can use my knowledge of root words, prefixes and suffixes to read and understand new words. 	<ol style="list-style-type: none"> 1. I can skim and scan to identify key ideas within a text and/or answer a question. 2. I can retrieve, record and present information from non-fiction. 3. I can summarise information from a text. 4. I can discuss how a character can be seen in different ways, depending on how an author chooses to portray them. 5. I can answer questions to demonstrate understanding of what I have read. 6. I can refer and quote from the text to answer questions. 7. I can explore the meaning of words in context. 8. I can use a dictionary to check the meaning of words.
	Inference
	<ol style="list-style-type: none"> 1. I can infer messages, moods, feelings and attitudes across a text e.g. how a message can be inferred through referring back to different points in the text where things have been implied. 2. I can predict what might happen from details stated and implied.
	Language for Effect
	<ol style="list-style-type: none"> 1. I can explain the impact of figurative language on the reader.
	Themes and Conventions
<ol style="list-style-type: none"> 1. I can identify the purpose, audience and organisation of different fiction/ non-fiction texts. 2. I can distinguish between statements of fact and opinion. 3. I can explain the structural devices an author has used to organise a text 4. I can identify the significance of information, ideas or event (turning point) in a text as a whole (e.g. how one small incident altered the course of the story) 5. I can identify and discuss the themes across a wide variety of books (e.g. cultural, myths, legends, historical etc.) 	

Year 5 – Writing

Grammar

1. I can use modal verbs (*might, should, will, must*).
2. I can use *who, which, where, why, whose, that* for relative clauses.
3. I can use adverbs of possibility (*for example, perhaps, surely*).
4. I can link clauses in sentences using a range of subordinating & coordinating conjunctions.
5. I understand the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
6. I can choose nouns or pronouns appropriately for clarity and cohesion

Punctuation

Transcription/
Handwriting

Spelling

1. I can consistently use full stops, capital letters, exclamation marks and question marks.
2. I can use commas to clarify meaning.
3. I can use commas after fronted adverbials.
4. I can punctuate speech accurately.
5. I can use brackets, dashes or commas to indicate parenthesis.
6. I can indicate possession by using the possessive apostrophe with singular and plural noun.

1. I can use a fluent and legible handwriting style.
2. I can form letters correctly and consistently in size and formation.

1. I can spell most Year 3 and 4 words correctly.
2. I spell some words correctly (*Wordlist-years 5 & 6*).
3. I can apply spelling rules and guidance, as listed in English Appendix 1.
4. I can spell some words with 'silent' letters.
5. I can distinguish between homophones and other words which are often confused.
6. I can use a dictionary to check spelling and meaning of words.
7. I can use a thesaurus.

Composition

Vocabulary

1. I am beginning to identify the audience and purpose for my writing, selecting appropriate form.
2. I can use expanded noun phrases, expanding after the noun.
3. I can use expanded noun phrases to convey complicated information concisely (*for example, The fact that it was raining meant the end of sports day*).
4. I can use devices to build cohesion within a paragraph (*for example, then, after that, this, firstly*).
5. In narrative I can describe settings, characters and atmosphere
6. I can integrate dialogue
7. I can integrate dialogue to convey character and advance the action.
8. I can link ideas across paragraphs using adverbials of time (*for example, later*), place (*for example, nearby*) and number (*for example, secondly*) or tense choices (*for example, he had seen her before*).
9. I can ensure consistency of tense throughout my writing.
10. I can write with subject and verb agreement.
11. I am beginning to ensure that the formality of my writing is appropriate distinguishing between the language of speech and writing.
12. I can proof read for grammar, spelling and punctuation errors.
13. I am beginning to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

1. I can select appropriate vocabulary, knowing how my choices can change/enhance meaning.