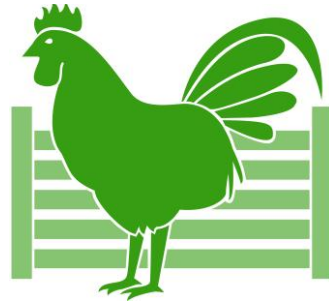


# Lower Farm School



*Inspiring excellence through learning together*

## Year End Standards

### Year 5

# Year 5 Reading



## Year 5 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Re-read and read ahead to check for meaning.

## Year 5 Expectations: Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context.
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- Identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification.
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Justify inferences with evidence from the text.
- Make predictions from what has been read.
- Summarise the main ideas drawn from a text.
- Identify the effect of the context on a text, for example, historical or other cultures.
- Identify how language, structure and presentation contribute to the meaning of a text.

## Year 5 Expectations: Comprehension

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.
- Identify significant ideas, events and characters and discuss their significance.
- Learn poems by heart, for example, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Year 5 Expectations: Comprehension (continued)

- Express a personal point of view about a text, giving reasons.
- Make connections between other similar texts, prior knowledge and experience.
- Compare different versions of texts and talk about their differences and similarities.
- Listen to and build on others' ideas and opinions about a text.
- Present an oral overview or summary of a text.
- Present the author's viewpoint of a text.
- Present a personal point of view based on what has been read.
- Listen to others' personal point of view.
- Explain a personal point of view and give reasons.
- Know the difference between fact and opinion.
- Use knowledge of structure of text type to find key information.
- Use text marking to identify key information in a text.
- Make notes from text marking.



# Year 5 Writing

## Year 5 Expectations: Transcription

- Form verbs with prefixes. for example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

## Year 5 Expectations: Composition

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use brackets, dashes or commas to indicate parenthesis.

## Year 5 Expectations: Composition

- Know the audience for and purpose of the writing.
- Use the features and structures of text types taught so far.
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.
- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events.
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.
- Distinguish between the formal and informal spoken and written language.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

# Year 5 Spoken Language

## Year 5 Expectations: Spoken Language

- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
  - Explain the effect of using different language for different purposes.
    - Develop ideas and opinions with relevant detail.
    - Express ideas and opinions, justifying a point of view.
  - Show understanding of the main points, significant details and implied meanings in a discussion.
  - Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
    - Begin to use Standard English in formal situations.
  - Begin to use hypothetical language to consider more than one possible outcome or solution.
  - Perform own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.
  - Understand and begin to select the appropriate register according to the context.



# Year 5 Maths

## Year 5 Expectations: Number

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example,  $0.47 = \frac{47}{100}$
- Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- Write percentages as a fraction with denominator hundred, and as a decimal fraction
- Compare and add fractions whose denominators are all multiples of the same number
- Multiply and divide numbers mentally drawing upon known facts up to  $12 \times 12$
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Round decimals with 2dp to the nearest whole number and to 1 decimal place
- Recognise and use square numbers and cube numbers and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents

## Year 5 Expectations: Measurement, Geometry and Statistics

- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles
- Draw given angles and measure them in degrees ( $^\circ$ )
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units ( $\text{cm}^2$  and  $\text{m}^2$ )
- Solve comparison, sum and difference problems using information presented in a line graph

# Year 5 Science



## Year 5 Expectations: Working Scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments.

## Year 5 Expectations: Physical Processes - Physics

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

## Year 5 Expectations: Life and Living Processes - Biology

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

## Year 5 Expectations: Materials - Chemistry

- 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
- Know that some materials will dissolve in liquid to form a solution
- Describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.