

Cherry Orchard Primary School



Year 5 Expectations

The National Curriculum for all primary pupils is based on age-related expectations rather than levels. Each year group has a set of objectives that the vast majority of pupils are expected to master by the end of the year.

The only way to master these skills by the end of the year is to practise at home as well as at school. Whatever their starting point, being determined enough to work towards these goals every day is integral to your child achieving their very best.

At school, we will make sure your child gets many opportunities not only to practise the skills, but also to apply them across the curriculum to help them achieve a deeper level of learning.

Please speak to your child's class teacher if you have any queries. Thank you for your continued support.

Maths

- I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.
- I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.
- I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.
- I can add and subtract larger numbers in my head.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.
- I can solve problems including scaling by simple fractions and problems involving simple rates.
- I can compare and order fractions whose denominators are all multiples of the same number.
- I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
- I can read, write, order and compare numbers with up to three decimal places.
- I work on problems which require knowing percentage and 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.
- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- I can calculate the perimeter of multi-shape shapes in centimetres and metres.
- I can calculate the area of rectangles in square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- I can draw a given angle (such as 47°), and then measure them in degrees ($^\circ$).
- I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.
- I can find the information I need from a timetable or large table of data.

At home, try using My Maths to support your child's mathematical understanding through lessons, games and activities. Don't forget TTRS to help your child learn their times tables.

<https://www.mymaths.co.uk/>



<https://trockstars.com/>



Check your child's planner for their log in and password alternatively ask your child's teacher.

Writing

- I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.
- I review my work to add description to develop settings and characters.
- I use headings and bullet points to structure my writing.
- I use the correct tense throughout a piece of writing.
- I can read through my work to correct some spelling and punctuation mistakes.
- I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
- I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
- I use commas to structure my sentences and clarify the meaning of a text.

Your child should know the basic layout and necessary content for the different sections of all the following styles of writing:

Narrative - Story writing

Recount - Retelling events

Descriptive writing

Report writing

Instruction writing

Letters

Persuasive writing including persuasive letters

Explanation writing

Discussion / Argument writing

Review writing

Before getting any ideas down on paper, children are asked to think about the purpose and the audience of their writing.

Look at a range of writing in books, your post, the internet and so on. Match the writing to one of the styles in the list above and discuss the features. **What is the purpose of the writing? Who is the audience?**

Reading

- I use some of the words and word parts that I understand already to think about what new words mean and sound like.
- I am becoming familiar with a range of books.
- I check my understanding of a text through discussion and exploring the meaning of words.
- I am able to make simple summaries of a given number of paragraphs I have read.
- I can find and make notes on information from non-fiction.
- I am beginning to participate in discussions about books I have read by listening to others' ideas.
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As well as reading as many text types as possible why not use BBC Bitesize which is an excellent resource not just for English but for all curriculum areas.

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/year/zhgppg8>



Or use some of the lessons from Oak Academy:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english>