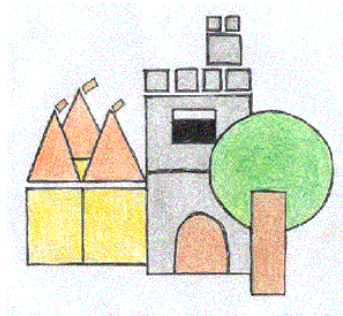


# Miers Court Primary School



## End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All 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 children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's class teacher.

## Reading

- Summarise main points of an argument or discussion within their reading and make up their own mind about issue(s).
- Compare between two texts and appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a 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.
- Indicate degrees of possibility using adverbs (eg. perhaps, surely) or modal verbs (eg. might, should, will).
- Use the following to indicate parenthesis: brackets, dashes and comma.
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and co-ordinating conjunctions.
- Use verb phrases to create subtle differences (eg. she began to run).
- Consistently organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (eg. later), place (eg. nearby) and number (eg. secondly).
- Write legibly, fluently and with increasing speed.

## Mathematics

- Count forwards and backwards 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 up to 1,000,000 and compare and order numbers with three decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts and recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 or 100,000.
- Round decimals with two decimal places to nearest whole number and one decimal place.
- Add and subtract 4-digit numbers by 1-digit/2-digits numbers.
- Divide up to 4-digit numbers by 1-digit numbers.
- Multiply and divide whole numbers and decimals by 10, 100 and 1,000.
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to the other.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

## Science

### Living things and their habitats

- 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.

### Animals, including humans

- Describe the changes as humans develop to old age.

### Earth and space

- 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.

### Forces

- 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.

## PE

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis.
- Apply basic principles for attacking and defending.
- Develop flexibility, strength, control and balance, for example through gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges, both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Art

- Use sketch books to record, collect, review, revisit and evaluate.
- Improve mastery of techniques – painting, printing and 3D sculpture.
- Learn about great artists, architects and designers.

## Modern Foreign Languages

- Appreciate stories, songs, poems and rhymes in the language.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Describe people, places, things and actions orally and in writing.
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly.
- Present ideas and information orally to a range of audiences.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

## Music

- Appreciate recorded music from different traditions, times and cultures.
- Play and perform in solo and group contexts, improvise and compose.
- Develop an idea of musical composition, organising and manipulating ideas.
- Sing musically with control and understand staff notation.
- Be able to play simple tunes by ear and appreciate different styles of music.

## Computing

- Design, write, and debug a program using a block language based on their own ideas.
- Experiment with computer control applications and plan a solution to a problem using decomposition.
- Use sequence, selection and repetition in programs.
- Write a program that accepts keyboard and mouse input and produces output on screen and through speakers.
- Explain a rule-based algorithm in their own words and use logical reasoning to detect errors in algorithms.
- Understand how data routing works on the internet and understand how web pages are created and transmitted.

### Information Technology

- Use and combine a range of programs on multiple devices.
- Design and create programs on a computer in response to a given goal.
- Analyse and evaluate information and use filters to make more effective use of a standard search engine.
- Understand that search engines use a cached copy of the web to select and rank results.

### Digital Literacy

- Demonstrate that they can act responsibly when using the internet.
- Discuss the consequences of particular behaviours when using digital technology.
- Know how to report concerns and inappropriate behaviour in a range of contexts.
- Decide whether digital content is reliable and unbiased.
- Work collaboratively with classmates on a class website or blog.

## RE

- Use and interpret information about religions from a range of sources.
- Use specialist vocabulary in communicating their knowledge and understanding.
- Investigate and understand the significance of religion in local, national and global communities.

- Discuss their own and others' view of religious truth and belief, expressing their own ideas.

### **Design and Technology**

- Use research and criteria to develop products which are fit for purpose and aimed at specific groups
- Select from and use a wider range of tools and equipment to perform practical tasks, ie. cutting, shaping, joining and finishing
- Evaluate existing products and improve own work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products, ie. gears and pulleys
- Understand seasonality, and cook savoury dishes using a range of cooking techniques.

### **Geography**

- Locate and describe several physical environments in the UK, eg coastal and mountain environments and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Recognise broad land-use patterns of the UK.
- Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America.
- Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, latitude and longitude and relate this to their time zone, climate, seasons and vegetation.
- Understand how climate and vegetation are connected in biomes, eg. the tropical rainforest and the desert. Describe what the climate of a region is like and how plants and animals are adapted to it. Understand how food production is influenced by climate.
- Describe and understand a range of key physical processes and the resulting landscape features.
- Know and understand what life is like in cities and in villages and in a range of settlement sizes. Understand that products we use are imported as well as locally produced. Explain how types of industry in the area have changed over time. Understand where our energy and natural resources come from.
- Understand how a region has changed and how it is different from another region of the UK.
- Know information about a region of Europe and North or South America, its physical environment and climate and economic activity.
- Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions. Explain several threats to wildlife/habitats.
- Use physical and political maps to describe key physical and human characteristics of regions of Europe or North or South America. Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Use thematic maps for specific purposes.
- Make sketch maps of areas using symbols, a key and a scale. Use digital maps to investigate features of an area. Present information gathered in fieldwork using a range of graphs.
- Plan and carry out fieldwork investigation in an urban area and/or a rural area using appropriate techniques.

### **History**

- Produce overviews of the most significant features of different themes, individuals, societies and events covered.
- Sequence, with independence, the key events, objects, themes, societies and people using dates, period labels and terms.
- Compare similarities, differences and changes within and across some topics.
- Explain the role and significance of different causes and effects of a range of events and developments.
- Explain reasons why particular aspects of a historical event, development, society or person were of particular significance.
- Explain how and why it is possible to have different interpretations of the same event or person.
- Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.
- Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.