

Maths

Most pupils should be able 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 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
- add and subtract whole numbers with more than 4 digits, including using column addition and subtraction
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Use short and long multiplication to multiply numbers up to 4 digits by a one- or two-digit number
- use short and long multiplication division to divide numbers up to 4 digits by a one-digit number and interpret remainders appropriately for the context
- multiply and divide whole numbers and decimals by 10, 100 and 1000
- know and use the vocabulary of multiples, factors, prime numbers, prime factors and composite (non-prime) numbers
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- calculate and compare the area of rectangles (including squares), using standard units e.g. square centimetres (cm²) and square metres (m²)
- estimate the area of irregular shapes
- use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling.
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.



St Gilbert's Church of England 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.

We recognise that all children are individuals and we will support all children to ensure that they can make the best progress possible against these expectations. Any extra support you can provide in helping your child to achieve these is greatly valued and if you want any support in knowing how best to support your child, please talk to your child's teacher.

If you are unsure of any of the maths vocabulary used please visit <http://www.amathsdictionaryforkids.com/dictionary.html> which explains words with definitions, examples and activities.

Reading

Most pupils should be able to:

- summarise the main points of an argument or discussion within their reading and make up their own mind about issues.
- compare between two texts.
- 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

Most pupils should be able to:

- add phrases to make sentences more precise and detailed.
- use a 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 (e.g. might, should, will)
- use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- use commas to clarify meaning or avoid ambiguity.
- link clauses in sentence using a range of subordinating and coordinating conjunctions.
- use verb phrases to create subtle differences (e.g. she began to run.).
- consistently organise work into paragraphs.
- link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- write legible, fluently and with increasing speed.

Please see the Year 5 and 6 spelling list for words your child should be able to spell.