



End of Year Expectations for Y5

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 teacher.

Maths

- I can count forwards and backward with positive and negative numbers through zero
- I can count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000
- I can compare and order numbers up to 1,000,000
- I can compare and order numbers with 3 decimal places
- I can read Roman numerals to 1,000
- I can identify all multiples and factors, including finding all factor pairs
- I can use known tables to derive other number facts
- I can recall prime numbers up to 19
- I can recognise and use square numbers and cube numbers
- I can recognise place value of any number up to 1,000,000
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place
- I can add and subtract numbers with more than 4-digits using a formal written method
- I can use rounding to check answers
- I can multiply 4-digits by 1-digit/ 2-digit
- I can divide up to 4-digits by 1-digit
- I can multiply & divide whole numbers & decimals by 10, 100 and 1,000
- I can recognise and use thousandths
- I can recognise mixed numbers and improper fractions and convert from one to another
- I can multiply proper fractions and mixed numbers by whole numbers
- I can identify and write equivalent fractions

- I can solve time problems using timetables and converting between different units of time



Reading

- I can summarise main points of an argument or discussion within their reading and make up own mind about issue/s
- I can compare between two texts
- I can appreciate that people use bias in persuasive writing
- I can appreciate how two people may have a different view on the same event
- I can draw inferences and justify with evidence from the text
- I can vary voice for direct or indirect speech
- I can recognise clauses within sentences
- I can explain how and why a writer has used clauses to add information to a sentence
- I can use more than one source when carrying out research
- I can create a set of notes to summarise what has been read

Writing

- I can add phrases to make sentences more precise and detailed
- I can use range of sentence openers – judging the impact or effect needed
- I can begin to adapt sentence structure to text type
- I can use pronouns to avoid repetition
- I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)
- I can use the following to indicate parenthesis: brackets, dashes & comma
- I can use commas to clarify meaning or avoid ambiguity
- I can link clauses in sentences using a range of subordinating and coordinating conjunctions
- I can use verb phrases to create subtle differences (e.g. she began to run)
- I can consistently organize into paragraphs
- I can link ideas across paragraphs using adverbials of time

(e.g. later), place (e.g. nearby) and number (e.g. secondly)

I can write legibly, fluently and with increasing speed

