



End of Year Expectations

Year 5

This booklet provides information for parents and carers on the end of year expectations for Year 5 children in our school.

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. Your child will be assessed at working at the expected level for their year group, if they have attained the majority of objectives in a subject area.

Reading

Children are able to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. They can also attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. They are able to re-read and read ahead to check for meaning. Children are familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions – and can discuss the features of each. They are also able to identify important ideas, events and characters; and discuss their significance. They can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. They are also able to prepare poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume. They are able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Writing

Children are able to discuss the audience and purpose of their writing. They can start sentences in different ways and can use the correct features and sentence structure matched to the text type they are working on. They are able to develop characters through action and dialogue and can establish a viewpoint as the writer through commenting on characters and events. They are also able to use grammar and vocabulary to create an impact on the reader and can use stylistic devices, such as similes, to create effects in writing. They are able to add well-chosen detail to interest the reader and can organise their writing into paragraphs to show different information or events.

Grammar, punctuation, spelling and handwriting

Children understand how to use relative clauses, adverbs and modal verbs. They are able to build links between paragraphs by using adverbials. They are also able to use brackets, dashes and commas, with confidence. They are able to convert nouns or adjectives into verbs by adding a suffix and can understand the rules for adding prefixes and suffixes. They are able to spell words with silent letters and can spell the commonly mis-spelt words from the Y5/6 word list (see Appendix) They are also able to use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary and can use a thesaurus independently. They can sometimes colons, semi-colons and commas accurately. They are able to choose the style of handwriting to use when given a choice that is best suited for a specific task.

Speaking and listening

Children show that they can engage the listener by varying their expression and vocabulary. They can adapt their spoken language depending on the audience, the purpose or the context. They are also able to develop their ideas and opinions and can express their point of view and are able to show that they understand the main points, including implied meanings in a discussion. They listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. They are

able to use Standard English in formal situations. They can perform their own compositions, using appropriate intonation and volume so that the meaning is clear and to perform poems and plays making careful choices about how they convey ideas, adapting their expression and tone.

Mathematics

Children are able to count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. They can also recognise and use thousandths. They can recognise mixed numbers and improper fractions and can convert from one to the other and are able to read and write decimal numbers as fractions. They can also recognise the % symbol and can write percentages as a fraction. They are able to compare and add fractions whose denominators are all multiples of the same number. They can multiply and divide numbers mentally drawing on known facts up to 12×12 . They are also able to round decimals, with two decimal places, to the nearest whole number and to one decimal place. Square numbers and cube numbers are recognised; using the appropriate notation. They are able to multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. They can use formal written methods for solving long multiplication problems and can divide numbers up to 4-digits by a 1-digit number. They can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why and can solve problems involving numbers up to three decimal places. They can estimate and compare acute, obtuse and reflex angles and can draw given angles and measure them in degrees. They are also able to convert between different units of metric measures and estimate volume and capacity. They can also calculate and compare the areas of squares and rectangles, using standard units. They are also able to solve problems using information presented in a line graph

Science

Children are able to plan different types of scientific investigations and can measure accurately and precisely using a range of equipment. They can record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs and are able to use the outcome of test results to make predictions and set up a fair test. They can explain a conclusion from an investigation and can relate the outcome from an enquiry to scientific knowledge. They are able to describe the life cycle of different living things and the process of reproduction in plants and in animals, including humans. They are able to compare and group materials based on their properties and how a material dissolves to form a solution. They are also able to describe and show how to recover a substance from a solution and can demonstrate how materials can be separated. They can discuss reversible and irreversible changes. They are able to describe and explain the movement of the Earth and other planets relative to the Sun and can explain and demonstrate how night and day are created.

Computing

Children are able to combine sequences of instructions to turn devices on and off. They are also able to use technology to control an external device and are able to design algorithms that use repetition. They are beginning to understand how internet search results are selected and ranked. They are also able to record and edit short films. They show that they understand that you have to make choices when using technology and that not everything is true and/or safe. They can also discuss the positive and negative impact of the use of ICT in their own life, their friends and family and can understand the potential risk of providing personal information online.

R.E.

Children are able to explain how some teachings and beliefs are shared between religions and how religious beliefs shape the lives of individuals and communities. They are able to explain the practices and lifestyles involved in belonging to a faith community and compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles and can explain some of the different ways that individuals show their beliefs. They are able to express feelings about their own identities and relate these to religious beliefs or teachings. They can explain their own ideas about the answers to ultimate questions and why their own answers to ultimate questions may differ from those of others. They are beginning to be able to explain why different religious communities or individuals may have a different view of what is right and wrong and show an awareness of morals and right and wrong beyond rules. They are able to express own values and remain respectful of those with different values

Geography

Children can collect and analyse information in order to draw clear conclusions about locations. They are also able to use a range of geographical resources to give detailed descriptions and opinions of the features of a location. They can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. They can name and locate some of the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities. They are also able to use maps, atlases, globes and computer mapping to locate countries and describe features studied. They can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They are able to use the eight points of the compass, four-figure grid references, symbols and a key to communicate knowledge of the U.K and the world

History

Children are able to draw a timeline with different historical periods showing key historical events or lives of significant people. They are also able to compare two or more historical periods; explaining things which changed and things which stayed the same. They are also able to explain how our locality has changed over time. They can test out a theory in order to answer questions and can use sources of information to form testable hypotheses about the past. They are able to give a broad overview of life in Britain and some major events from the rest of the world. They are able to use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy

Art

They are able to draw objects and use marks and lines to produce texture. They are also able to successfully use shading to create mood and feeling and are able to express emotion in their art. They can use images which they have created, scanned and found; altering them where necessary to create art. They can research the work of an artist and use their work to replicate a style.

Design and Technology

Children are able to produce a detailed, step-by-step plan and can suggest alternative plans; outlining the positive features and draw backs. They are able to come up with a range of ideas after collecting information from different sources. They can explain how a product will appeal a specific audience and can evaluate its appearance and function against original criteria. They are able to use a range of tools and equipment competently. They can make a prototype before make a final version. They are able to show that they can be both hygienic and safe in the kitchen.

French

Children can hold a simple conversation with at least 4 exchanges and can use their knowledge of grammar to speak correctly. They can understand the main points and opinions from spoken passages and give a short prepared talk that includes opinions. They are able to take part in conversations to seek and give information.

Personal, Social and Health Education

Children are able to explain the differences between direct and indirect types of bullying. They can describe the different roles food can play in people's lives. They show that they respect and value their body. They can also can explain how to stay safe when using technology to communicate with their friends and can recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others. They can describe how boys' and girls' bodies change during puberty and can express how they feel about the changes that will happen to them during puberty

P.E.

Children are able to use a number of techniques to pass, dribble and shoot. They can also use forehand and backhand with a racquet. They are able to field and can choose a tactic for defending and attacking. They can make complex extended sequences in gymnastics, combining action, balance and shape. They can also compose their own dances in a creative way, showing fluency, accuracy and consistency. They are able to throw with accuracy and can combine running and jumping. They are able to follow a map in an unknown location and can use clues and a compass to navigate a route.

Music

They are able to maintain their part whilst others are performing theirs, when singing. They can change sounds or organise them differently to change the effect and can compose music which meets specific criteria. They are able to describe, compare and evaluate music using musical vocabulary and can explain why they think music is successful or unsuccessful. They are also able to suggest improvements to their own work and that of others. They can describe the work of a famous composer and explain their preferences.

Appendix

Word list – Years 5 and 6			
accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	