My End of Year Maths Expectations

5

Number and Place Value

- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can solve number problems and practical problems that involve all of the below.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through zero.
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- I know what each digit represents in numbers to 1 000 000.
- I can read, write, order and compare numbers to at least 1 000 000.

Addition and Subtraction

- I can use addition and subtraction to solve multi-step problems.
- I can use rounding to check answers to calculations.
- I can subtract mentally using increasingly large numbers.
- I can add mentally using increasingly large numbers.
- I can subtract whole numbers with more than 4 digits.
- I can add whole numbers with more than 4 digits.

Multiplication and Division

- I can solve problems involving x and ÷ including scaling by simple fractions and problems involving simple rates.
- I can solve problems involving x and ÷ including using factors and multiples, squares and cubes.
- I can recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
- I can x and ÷ whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply and divide numbers mentally.
- I can divide numbers up to 4 digits by a one-digit number.
- I can multiply numbers up to 4 digits by a one- or two-digit number
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- I can identify multiples and factors, including finding all factor pairs.

Measurements

- I can use all four operations to solve problems involving measure using decimal notation, including scaling.
- I can solve problems involving converting between units of time
- I can estimate volume and capacity.
- I can estimate the area of irregular shapes.
- I can calculate and compare the area of rectangles (including squares)
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- I can convert between different units of metric measure.

Fractions and Decimals

- I can write % as a fraction.
- I can recognise the % symbol and understand what it means.
- I can solve problems involving number up to 3d.p.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can round decimals with 2 decimal places to the nearest whole number and to one decimal place.
- I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
- I can read, write decimal numbers as fractions.
- I can multiply proper fractions and mixed numbers by whole numbers.
- I can + and - fractions with the same denominator and denominators that are multiples of the same number.
- I can recognise mixed numbers and improper fractions and convert from one form to the other
- I can identify, name and write equivalent fractions of a given fraction.
- I can compare and order fractions whose denominators are all multiples of the same number

Geometry

- I can identify, describe and represent the position of a shape following a reflection or translation.
- I can distinguish between regular and irregular polygons.
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles
- I can identify other multiples of 90°
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn
- I can identify angles at a point and one whole turn.
- I can draw given angles, and measure them in degrees (°).
- I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve 'difference' problems using information presented in a line graph.
- I can solve 'sum' problems using information presented in a line graph.
- I can solve 'comparison' problems using information presented in a line graph.

My End of Year Writing Expectations

I can use a range of prefixes and suffixes within my writing (e.g. anti-, sub-, ir-, il-, im-, dis-, mis-, in-/ -tion, -sion, -cian, -sure, -ture, -ous, etc.)

I can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)

I can spell words from the Year 5/6 spelling list.

I can select a handwriting style appropriate to the task (including joined and unjoined).

Spelling

Handwriting

Transcription

I can proof-read for spelling and punctuation errors.

I can evaluate and edit ensuring consistent and correct use of tense throughout.

I can choose words and phrases to make sentences precise and avoid repetition.

I can develop characters through description of settings, feeling and emotions.

I can use description, action and dialogue to move stories forward.

I can use a good range of sentence structures – i.e. noun phrases, fronted adverbials, subordinate clauses and comma splicing.

I can use figurative language (e.g. similes, metaphors, personification) to make my writing more interesting.

I can make thoughtful word choices to extend the range of words used.

I can sequence ideas across a range of text-types/genres.

I can identify the audience and purpose I am writing for.

Composition

I can indicate possibility using adverbs and modal verbs (e.g. perhaps, surely, maybe, must, should, could, might, etc.)

I can use punctuation to show division between clauses to indicate pace, create atmosphere or to subdivide (e.g. commas, colons, semi-colons, dashes, ellipses).

I can use relative clauses (e.g. who, which, that, whose, when, where, etc.).

I can use apostrophes to indicate possession with singular and plural nouns (e.g. Bill's ball / the girls' coats).

I can accurately punctuate direct speech, including all of the necessary punctuation (i.e. before and inside the inverted commas).

I can use brackets, dashes, semi-colons and commas accurately.

I can use commas to clarify meaning and avoid ambiguity.

I can use connecting adverbs (e.g. besides, for example, in fact, similarly, still, therefore) to start sentences.

I can use a range of subordinating conjunctions (e.g. as, now that, unless, until, whenever, wherever, whatever) to start sentences.

I can link ideas across paragraphs using adverbs of frequency (e.g. often, usually), probability (e.g. possibly, maybe) and manner (e.g. angrily, slowly).

Grammar and Punctuation

Writing 5
Exceeding Expectations

I can use dialogue effectively and punctuate it accurately.

I can use punctuation to clarify the meaning of sentences eg. commas to mark phrases and clauses.

I can use expanded noun phrases to add well thought out detail to writing.

I can re-order sentences to create an impact on the reader.

I can close text with reference to its opening.

I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.

I can use paragraphs to organise information logically and shape a non-fiction text effectively.

I can use changes in time and place to guide the reader through the text.

I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.

Exceeding

My End of Year Reading Expectations

5

I can identify the effect of the context on a text; for example, historical context or other cultures.

I can summarise the main ideas drawn from a text.

I can make predictions from what has been read.

I can justify inferences with evidence from the text.

I can draw inferences such as inferring characters' feelings, thoughts and moves from their actions.

I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.

I can identify and comment on a writer's use of language for effect, eg precisely chosen adjectives, similes and personification.

I can use meaning-seeking strategies to explore the meaning of words in context.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can re-read and read ahead to check for meaning.

I can recite poems by heart, eg. narrative verse, haiku.

I can make notes from text marking.

I can use text marking to identify key information in a text.

I can explain a personal point of view and give reasons.

I know the difference between fact and opinion.

I can listen to others' personal point of view.

I can present a personal point of view based on what has been read.

I can present the author's viewpoint of a text.

I can present an oral overview or summary of a text.

I attempt pronunciation of unfamiliar words drawing on prior knowledge and similar looking words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can identify significant ideas, events and characters; and discuss their significance.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I am familiar with and can talk about a wide range of books and text types, including myths, legends, traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can compare different versions of texts and talk about their differences and similarities.

I can express a personal point of view about a text, giving reasons.

I can identify how language, structure and presentation contribute to the meaning of a text.

Word Reading

Comprehension

Reading 5
Exceeding Expectations

I can use scanning and text marking to find and identify key information.

I know how the way a text is organised supports the purpose of the writing.

I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.

I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.

I can infer meaning using evidence from the text and wider reading and personal experience.

I can empathise with different characters' points of view.

I can summarise key information from different texts.

I can compare texts by different writers on the same topic.

I can compare texts by the same writer.

I know the features of different narrative test types, eg. adventure, fantasy, myth.

I can identify formal and informal language.

I can adapt my own opinion in the light of further reading or others' ideas.

I can express opinions about a text, using evidence from the text, giving reasons and explanations.
(Point, evidence, explanation)

Exceeding