

Year 5

Curriculum

Information for

Parents



Reading Targets

A Year 5 Reader

Word Reading

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

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

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

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

Comprehension

I am 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. I can discuss the features of each.

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

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

I can recite poems by heart, e.g. narrative verse, haiku.

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

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

I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

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

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 draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

I can justify inferences with evidence from the text.

I can make predictions from what has been read.

I can summarise the main ideas drawn from a text.

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

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

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

I can make connections between other similar texts, prior knowledge and experience.

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

I can listen to and build on others' ideas and opinions about a text.

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

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

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

I can listen to others' personal point of view.

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

I know the difference between fact and opinion.

I can use my knowledge of structure of text type to find key information.

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

I can make notes from text marking.

Exceeding Year 5 Expectations

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

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

I can identify formal and informal language .

I know the features of different narrative text types, for example, adventure, fantasy, myths.

I can compare texts by the same writer.

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

I can summarise key information from different texts.

I can empathise with different characters' points of view.

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

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

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

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

Writing Targets - A Year 5 Writer

Transcription

Spelling

I can form verbs with prefixes.

I can convert nouns or adjectives into verbs by adding a suffix.

I understand the rules for adding prefixes and suffixes.

I can spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.

I can use a thesaurus.

I can use a range of spelling strategies.

Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

Composition

I can discuss the audience and purpose of the writing.

I can start sentences in different ways.

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

I can establish a viewpoint as the writer through commenting on characters and events.

I can use grammar and vocabulary to create an impact on the reader.

I can use stylistic devices to create effects in writing.

I can add well-chosen detail to interest the reader.

I can summarise a paragraph.

I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

I can use relative clauses.

I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

Punctuation

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

Exceeding Year 5 Expectations

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

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

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

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

I can close text with reference to its opening.

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

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

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

I can use dialogue effectively and punctuate it accurately.

Targets in Spoken Language

A Year 5 Speaker

I can engage the listener by varying my expression and vocabulary.

I adapt my spoken language depending on the audience, the purpose or the context.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I show that I understand the main points, including implied meanings in a discussion.

I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.

I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.

I am beginning to select the appropriate register according to the context.

Exceeding Year 5 Expectations

I can organise and shape a talk, making connections between ideas and drawing on different points of view.

I can use Standard English appropriately.

I can use persuasive language and techniques to influence the listener.

I show an understanding of how and why language choices vary in my own and others' talk in different contexts.

I can sustain listening to different sources, retaining or noting key information.

I can speak in extended turns to express ideas and opinions, with some relevant detail.

I can vary vocabulary, grammar, and non-verbal features to suit the audience, purpose, and context.

I can sustain listening to different sources, retaining or noting key information.

I can listen to others in discussion and link my own ideas clearly to others' views .

Mathematics Targets - A Year 5 Mathematician

Number

I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.

I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.

I recognise mixed numbers and improper fractions and can convert from one to the other.

I can read and write decimal numbers as fractions.

I recognise the % symbol and understand percent relates to a number of parts per hundred.

I can write percentages as a fraction with denominator hundred and as a decimal fraction.

I can compare and add fractions whose denominators are all multiples of the same number.

I can multiply and divide numbers mentally drawing on known facts up to 12×12 .

I can round decimals with 2dp to the nearest whole number and to 1dp.

I recognise and use square numbers and cube numbers; and can use the notation 2 and 3 .

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.

I can divide numbers up to 4-digits by a 1-digit number.

I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.

I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.

I can solve problems involving numbers up to 3dp.

Measurement and geometry

I know that angles are measured in degrees.

I can estimate and compare acute, obtuse and reflex angles.

I can draw given angles and measure them in degrees.

I can convert between different units of metric measures and estimate volume and capacity.

I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.

I can calculate and compare the areas of squares and rectangles including using standard units (cm² and m²).

I can solve comparison, sum and difference problems using information presented in a line graph.

Exceeding Year 5 Expectations

I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects.

I can divide whole numbers (up to 4 digits) by 2-digit numbers, using my preferred method.

I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating.

I can link working across zero for positive and negative numbers, for example, to work out time intervals between BC and AD in history

I can recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100.

I can calculate number problems algebraically, for example, $2x - 3 = 5$

I can use my knowledge of measurement to create plans of areas around school, such as the classroom, field, outside play area, etc.

I can relate the imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg.

I can use a range of timetables to work out journey times on a fictional journey around the world, for example, "How long would it take to reach the rainforests in the Amazon?"

I can collect my own data on a personal project and present information in formats of my choosing using charts, graphs and tables.

SCIENCE TARGETS - A YEAR 5 SCIENTIST

Working scientifically

(Y5 and Y6)

I can plan different types of scientific enquiry.

I can control variables in an enquiry.

I can measure accurately and precisely using a range of equipment.

I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use the outcome of test results to make predictions and set up a further comparative fair test.

I can report findings from enquiries in a range of ways.

I can explain a conclusion from an enquiry.

I can explain causal relationships in an enquiry.

I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

I can read, spell and pronounce scientific vocabulary accurately.

Biology

Living things and their habitats

I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.

I can describe the differences between different life cycles.

I can describe the process of reproduction in plants.

I can describe the process of reproduction in animals.

Animals, including humans

I can create a timeline to indicate stages of growth in humans.

Chemistry

Properties and changes of materials

I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).

I can describe how a material dissolves to form a solution; explaining the process of dissolving.

I can describe and show how to recover a substance from a solution.

I can describe how some materials can be separated.

I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).

I know and can demonstrate that some changes are reversible and some are not.

I can explain how some changes result in the formation of a new material and that this is usually irreversible.

I can discuss reversible and irreversible changes.

I can give evidenced reasons why materials should be used for specific purposes.

Physics

Earth and space

I can describe and explain the movement of the Earth and other planets relative to the Sun.

I can describe and explain the movement of the Moon relative to the Earth.

I can explain and demonstrate how night and day are created.

I can describe the Sun, Earth and Moon (using the term spherical).

Forces

I can explain what gravity is and its impact on our lives.

I can identify and explain the effect of air resistance.

I can identify and explain the effect of water resistance.

I can identify and explain the effect of friction.

I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Exceeding Year 5 Expectations

I can explore different ways to test an idea, choose the best way and give reasons.

I can vary one factor whilst keeping the others the same in an experiment.

I can use information to help make a prediction.

I can explain (in simple terms) a scientific idea and what evidence supports it.

I can create a timeline to indicate the stages of growth in certain animals, such as frogs and butterflies.

I can observe my local environment and draw conclusions about life-cycles, for example, the vegetable garden or plants in a shrubbery.

I can describe methods for separating mixtures, for example, filtration, distillation.

I can compare the time of day at different places on Earth.

I can describe and explain how motion is affected by forces, for example, gravitational attractions, magnetic attraction and friction.

I can work out how water can cause resistance to floating objects.