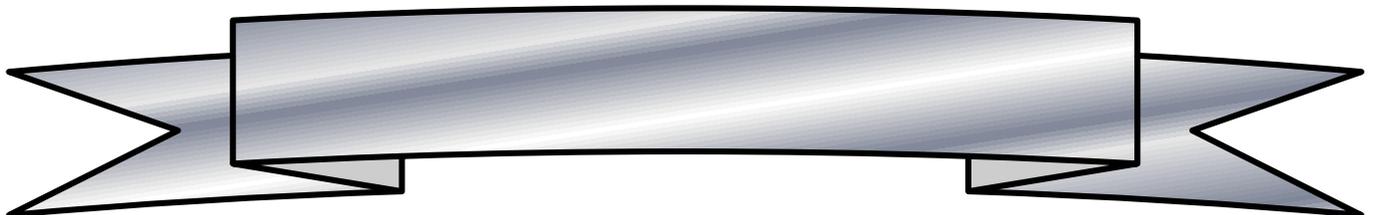


Marlborough Primary School

Achievement

Profile

Year 5



ENGLISH - Speaking and Listening

I can:

- Engage the listener by varying expression and vocabulary
- Adapt spoken language depending on the audience, the purpose or the context
- Develop ideas and opinions, providing relevant detail
- Express a point of view
- Understand the main points, including implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas
- Use Standard English in formal situations.
- Use hypothetical language to consider more than one possible outcome or solution
- Perform poems and plays from memory and adapt expression and tone

ENGLISH - Reading

I can:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of words
- Read further exception words, noting the unusual correspondences between spelling and sound
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning
- Talk about a wide range of books, including myths, legends and traditional stories and books from other cultures
- Read non-fiction texts and identify purpose and structures and grammatical features
- Identify significant ideas, events and characters and discuss their significance
- Learn poems by heart, for example, narrative verse, haiku
- Use meaning - seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect e.g. chosen adjectives, similes and personification
- Identify grammatical features used by writer - rhetorical questions, varied sentence starters for impact
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read and summarise the main ideas drawn from a text
- Identify the effect of the context on a text, for example, historical or other cultures
- Express a personal point of view about a text, giving reasons
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others' personal point of view

ENGLISH - Writing

I can:

- Form verbs with prefixes, for example, dis, de, mis, over and re
- Convert nouns or adjectives into verbs by adding a suffix, for example, ate, ise, ify
- Spell some words with 'silent' letters, e.g. *knight*, *psalm*, *solemn*
- Distinguish between homophones and other words
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus and a range of spelling strategies.
- Know the audience for and purpose of the writing
- Use grammatical features and vocabulary appropriate for the text types
- Start sentences in different ways and use sentence starters to highlight the main idea
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Choose vocabulary to engage and impact on the reader
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification
- Organise writing into paragraphs to show different information or events
- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied noun
- Use commas to clarify meaning or avoid ambiguity in writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the formal and informal spoken and written language
- Proof-read for spelling and punctuation errors

English - Next Steps in Learning

Mathematics - Number

I can:

- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents
- Recognise mixed numbers and improper fractions and can convert from one to the other
- Recognise the % symbol and understand percent relates to a number of parts per hundred
- Compare and add fractions whose denominators are all multiples of the same number
- Multiply and divide numbers mentally drawing on known facts up to 12×12
- Round decimals with 2dp to the nearest whole number and to 1dp
- Recognise and use square numbers and cube numbers; and can use the notation 2^2 and 3^3
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- 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
- Divide numbers up to 4-digits by a 1-digit number
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use

Mathematics - Measurement, Geometry and Statistics

I can:

- Estimate and compare acute, obtuse and reflex angles
- Draw given angles and measure them in degrees
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m
- Calculate and compare the areas of squares and rectangles including using standard units (cm^2 and m^2)
- Solve comparison, sum and difference problems using information presented in a line graph

Mathematics - Next Steps in Learning

Science - Working Scientifically

I can:

- Plan different types of scientific enquiry in ways which consider how to control variables
- Make accurate measurements using a range of equipment measure range of equipment
- Record data and results using scientific diagrams and labels, classification keys, tables and graphs
- Use the outcomes of test results to make predictions and set up a further comparative fair test
- Report findings from enquiries in a range of ways and explain conclusion from an enquiry
- Show whether evidence supports or refutes an argument or theory
- Read, spell and pronounce scientific vocabulary accurately

Science - Biology

I can:

- Describe the life cycle of different living things, e.g. mammal, amphibian, insect bird
- Describe the process of reproduction in plants and animals
- Create a timeline to indicate stages of growth in humans

Science - Chemistry

I can:

- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity)
- Describe how a material dissolves to form a solution and explain the process of dissolving
- Show how to separate materials and recover a substance from a solution
- Explain that some changes are reversible and some are not
- Give reasons why materials should be used for specific purposes

Science - Physics

I can:

- Describe and explain the movement of the Earth and other planets relative to the Sun
- Describe and explain the movement of the Moon relative to the Earth
- Explain and demonstrate how night and day are created
- Explain what gravity is and its impact on our lives
- Identify and explain the effect of friction, air resistance and water resistance
- Explain how levers, pulleys and gears allow a smaller force to have a greater effect

Science - Next Steps in Learning

History

I can:

- Draw a timeline of different historical periods showing key historical events or lives of significant people
- Compare two or more historical periods; explaining things which changed and things which stayed the same
- Explain how Parliament affects decision making in England
- Explain how our locality has changed over time
- Test out a hypothesis in order to answer questions
- Describe how crime and punishment has changed over a period of time

Geography

I can:

- Explain why many cities are situated on or close to rivers
- Explain the course of a river and why people are attracted to live by rivers
- Name and locate many of the world's most famous rivers in an atlas
- Name and locate many of the world's most famous mountainous regions in an atlas
- Explain how a location fits into its wider geographical location with reference to human and economical features

Computing

I can:

- Combine sequences of instructions and procedures to turn devices on and off
- Use technology to control an external device
- Design algorithms that use repetition & 2-way selection
- Analyse and evaluate information.
- Understand how search results are selected and ranked
- Edit a film
- Understand that you have to make choices when using technology and that not everything is true and/or safe

Art and Design

I can:

- Identify and draw objects and use marks and lines to produce texture
- Use shading to create mood and feeling
- Organise line, tone, shape and colour to represent figures and forms in movement
- Create an accurate print design following criteria
- Research the work of an artist and use their work to replicate a style
- Produce a detailed, step-by-step plan
- Suggest alternative plans; outlining the positive features and draw backs
- Explain how a product will appeal to a specific audience
- Evaluate appearance and function against original criteria
- Use a range of tools and equipment competently
- Make a prototype before making a final version

Music

I can:

- Breathe in the correct place when singing
- Maintain a part whilst others are performing a part
- Improvise within a group using melodic and rhythmic phrases
- Change sounds or organise them differently to change the effect
- Compose music which meets specific criteria
- Use notation to record groups of pitches (chords)
- Choose the most appropriate tempo for a piece of music
- Compare and contrast the work of famous composers and explain preferences

Physical Education

I can:

- Gain and keep possession by working in a team and pass in different ways
- Use forehand and backhand with a racket
- Choose a tactic for defending and attacking
- Use a number of techniques to pass, dribble and shoot
- Plan, perform and evaluate complex extended sequences of movement combining action, balance and shape
- Dance with clarity, fluency, accuracy and consistency and perform to an accompaniment
- Show control when taking off and landing
- Combine running and jumping.
- Follow a map in an unknown location and use clues and a compass to navigate a route

RE

I can:

- Show understanding and respect for the beliefs of others
- Share knowledge about key religious characters, festivals and events such as Diwali, Eid-ul-fitr Easter and Harvest