



## **Copley Junior School**

# **Parent/Carer Guide to the National Curriculum and the expected level of attainment for English and Maths in Year 5**

**National Curriculum expectations for other year groups are  
available at [www.copley.doncaster.sch.uk/learning/curriculum/national-  
curriculum-expectations](http://www.copley.doncaster.sch.uk/learning/curriculum/national-curriculum-expectations)**

## Maths Year 5

### Number and Place Value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers (example,  $12\ 462 - 2300 = 10\ 162$ ).
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).

- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions.

### Fractions (including Decimals and Percentages)

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number (for example,  $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ).
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions (for example,  $0.71 = 71/100$ ).
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25.

### Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).
- Estimate the area of irregular shapes.
- Estimate volume (for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)) and capacity (for example, using water).
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

### Geometry: Properties of Shapes

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).
- Identify:
  - angles at a point and one whole turn (total 360°);
  - angles at a point on a straight line and 1/2 a turn (total 180°);
  - other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

### Geometry: Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### Statistics

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

\*\* Underlined objectives are Key Performance Indicators and it is important that these are achieved by the end of Year 5.

A one page overview of the Year 5 Maths Curriculum is also provided on our website. Visit [www.copley.doncaster.sch.uk/learning/curriculum/maths-curriculum](http://www.copley.doncaster.sch.uk/learning/curriculum/maths-curriculum)

## Reading Years 5 and 6

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (also see our Spelling Scheme of Work for Year 5 and the Year 5 /6 word list (pages 43-44 of the Spelling Scheme of Work), both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
  - reading books that are structured in different ways and reading for a range of purposes;
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;
  - recommending books that they have read to their peers, giving reasons for their choices;
  - identifying and discussing themes and conventions in and across a wide range of writing;
  - making comparisons within and across books;
  - learning a wider range of poetry by heart;
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
  - asking questions to improve their understanding;
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions;
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
  - predicting what might happen from details stated and implied;
  - summarising the main ideas drawn from more than one paragraph;
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
  - identifying how language, structure and presentation contribute to meaning.

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

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Our Spelling Scheme of Work is also provided on our website. Visit [www.copley.doncaster.sch.uk/learning/curriculum/english-curriculum/spelling](http://www.copley.doncaster.sch.uk/learning/curriculum/english-curriculum/spelling)

## Writing Years 5 and 6 - Transcription and Composition

- Write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
  - choosing the writing implement that is best suited for a task.
- Plan their writing by:
  - identifying the audience for and purpose of the writing;
  - selecting the appropriate form and using other similar writing;
  - using other similar writing as models for their own compositions;
  - noting and developing initial ideas, drawing on reading and research where necessary;
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
  - selecting appropriate grammar and vocabulary;
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives:
  - describing settings, characters and atmosphere;
  - integrating dialogue to convey character and advance the action.
- précising longer passages:
  - using a wide range of devices to build cohesion within and across paragraphs;
  - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, statements, underlining).
- Evaluate and edit by:
  - assessing the effectiveness of their own and others' writing;
  - proposing changes to Vocabulary, Grammar and Punctuation to enhance effects and clarify meaning;
  - ensuring the consistent and correct use of tense throughout a piece of writing;
  - ensuring correct subject and verb agreement when using singular and plural;

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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## Writing Year 5 - Spelling, Punctuation and Grammar

### Spelling

- Review and revise spelling work from Year 4.
- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters (for example, knight, psalm, solemn).
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 5-6). *Also see our Spelling Scheme of Work for Year 5 and the Year 5 /6 word list, pages 43-44 of the Spelling Scheme of Work, available on the school website.*
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by:

### Word

- Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).
- Verb prefixes (e.g. dis-, de-, mis-, over- and re-).

### Sentence

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- using expanded noun phrases to convey complicated information concisely.

### Text

- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
- Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

## Punctuation

- Brackets, dashes or commas to indicate parenthesis.
- Use of commas to clarify meaning or avoid ambiguity.

## Terminology for pupils

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity).

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