



HAZEL LEYS ACADEMY

Year 5

End of Year Expectations

This booklet provides information for parents on the end of year expectations. These expectations have been identified by the Government as being the requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

Writing

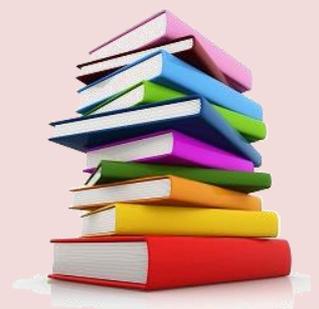
- Add phrases to make sentences more precise and detailed
- Use a range of sentence openers – judging the impact or effect needed
- Begin to adapt sentence structure to text type
- Use pronouns to avoid repetition
- Use: Brackets. Dashes. Commas
- Use commas to clarify meaning or avoid ambiguity
- Link clauses in sentences using a range of subordinating and coordinating conjunctions
- Use verb phrases to create subtle differences (e.g. she began to run)
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
- Legible and fluent handwriting style

Children will be able to demonstrate their understanding, skills and knowledge by:

- Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events
- Use changes in time and place to guide the reader through the text
- Use paragraphs to organise information logically and shape a non-fiction text effectively
- Sustain and develop ideas within a paragraph, introducing it with a topic sentence
- Close text with reference to its opening
- Re-order sentences to create impact on the reader
- Use expanded noun phrases to add well thought out detail to writing
- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses
- Use dialogue effectively and punctuate it accurately

Reading, Speaking and Listening

- Summarises main points of an argument or discussion within their reading and makes up own mind about issue/s
- Can compare between two texts
- Appreciates that people use bias in persuasive writing
- Appreciates how two people may have a different view on the same event
- Draw inferences and justify with evidence from the text
- Varies voice for direct or indirect speech
- Recognise:
 - ❖ clauses within sentences
- Uses more than one source when carrying out research.
- Creates set of notes to summarise what has been read



- To know not to interrupt when someone else is saying something
- Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different

Children will be able to demonstrate their understanding, skills and knowledge by:

- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation (PEE)
- Adapt own opinion in the light of further reading or others' ideas
- Identify formal and informal language
- Know the features of different narrative text types, for example, adventure, fantasy, myths
- Compare texts by the same writer
- Compare texts by different writers on the same topic
- Summarise key information from different texts
- Empathise with different character's points of view
- Infer meaning using evidence from the text and wider reading and personal experience
- Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning
- Know how the way a text is organised supports the purpose of the writing
- Use scanning and text marking to find and identify key information
- Organise and shape a talk, making connections between ideas and drawing on different points of view
- Use Standard English appropriately
- Use persuasive language and techniques to influence the listener
- Show understanding of how and why language choices vary in their own and others' talk in different contexts
- Sustain listening to different sources, retaining or noting key information
- Speak in extended turns to express ideas/ opinions, with some relevant detail
- Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context
- Sustain listening to different sources, retaining or noting key information
- Listen to others in discussion and link own ideas clearly to others' views

Mathematics

- Count forwards and backwards with positive and negative numbers through zero
- Count forwards/backwards in steps of powers of 10 for any given number up to 1000000
- Compare and order numbers with 3 decimal places [dp]
- Read Roman numerals to 1000
- Identify all multiples and factors, including finding all factor pairs

- Use known tables to derive other number facts
- Recall prime numbers up to 19
- Recognise Place Value of any number up to 1000000
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000
- Round decimals with 2dp to nearest whole number and 1dp
- Add and subtract:
 - ❖ Numbers with more than 4-digits using efficient written method (column)
 - ❖ Numbers with up to 2dp
- Multiply:
 - ❖ 4-digits by 1-digit/ 2-digit
- Divide:
 - ❖ 4-digits by 1-digit
- Multiply and divide:
 - ❖ Whole numbers and decimals by 10, 100 & 1000
- Count up/down in thousandths
- Recognise mixed numbers and fractions and convert from one to another
- Multiply proper fractions by whole numbers
- Solve time problems using timetables and converting between different units of time



Children will be able to demonstrate their understanding, skills and knowledge by:

- Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects
- Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method
- Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating
- Link working across zero for positive and negative numbers to work time between BC and AD in history
- Recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100
- Calculate number problems algebraically, for example, $2x - 3 = 5$
- Use knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area, etc
- Relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg
- 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?'
- Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables