

# BOURNEBROOK C OF E PRIMARY SCHOOL

Let all that you do,  
be done in love.



## YEAR FIVE EXPECTATIONS

# WRITING EXPECTATIONS

End of year expectations – children work on these outcomes throughout the year, these are expectations for the end of the year.

## Composition

Plan their writing by recording their ideas using reading and research to support

In narratives, describe settings, characters and atmosphere

In narratives, integrate dialogue to convey character and advance the action

Cohesion within paragraphs (pronouns, synonyms and adverbs)

Cohesion between paragraphs (using adverbs of time, place and number)

Organisational and presentational devices structure the text and guide the reader e.g. headings and sub-headings

Edit their work by proposing changes to grammar, vocabulary and punctuation

Colloquial language and contractions indicate informality

## Vocabulary and Grammar

Noun phrases are expanded to describe and specify and by the addition of modifying adjectives, nouns and prepositional phrases

Fronted adverbials

Modal verbs indicate degrees of possibility (might, should, will, must)

Adverbs indicate degrees of possibility (perhaps, surely)

Relative clauses (who, which, where, when, whose, that) or an omitted relative pronoun

Tense is correct throughout

Subject and verb agreement

Clause structures are varied

## Punctuation

Commas clarify meaning and avoid ambiguity

Brackets, dashes or commas used to indicate parenthesis

Semi-colons mark boundaries between independent clauses

Colons introduce lists

Inverted commas and other punctuation are used accurately to demarcate speech

## Spelling

Spell correctly most words from the Year 5 / Year 6 spelling list

Silent letters

Homophones are chosen correctly

## Handwriting

Write legibly with joined handwriting

# WRITING EXPECTATIONS

## Year 5 and 6 Statutory Spellings

|             |             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category    | determined  | foreign     | lightning   | profession    | sincerely   |
| accompany   | cemetery    | develop     | forty       | marvellous  | programme     | soldier     |
| according   | committee   | dictionary  | frequently  | mischievous | pronunciation | stomach     |
| achieve     | communicate | disastrous  | government  | muscle      | queue         | sufficient  |
| aggressive  | community   | embarrass   | guarantee   | necessary   | recognise     | suggest     |
| amateur     | competition | environment | harass      | neighbour   | recommend     | symbol      |
| ancient     | conscience  | equip       | hindrance   | nuisance    | relevant      | system      |
| apparent    | conscious   | equipped    | identity    | occupy      | restaurant    | temperature |
| appreciate  | controversy | equipment   | immediate   | occur       | rhyme         | thorough    |
| attached    | convenience | especially  | immediately | opportunity | rhythm        | twelfth     |
| available   | correspond  | exaggerate  | individual  | parliament  | sacrifice     | variety     |
| average     | criticise   | excellent   | interfere   | persuade    | secretary     | vegetable   |
| awkward     | curiosity   | existence   | interrupt   | physical    | shoulder      | vehicle     |
| bargain     | definite    | explanation | language    | prejudice   | signature     | yacht       |
| bruise      | desperate   | familiar    | leisure     | privilege   | sincere       |             |

# MATHS EXPECTATIONS

## Number and place value

Read, write, order and compare numbers to at 10,000 and determine the value of each digit

Count forwards or backwards in steps of powers of 10 for any given number up to 10,000 and then 100,000

Interpret negative numbers in context, count backwards with positive and negative whole numbers, including through 0

Round any number up to 10,000 to the nearest 10, 100, 1,000 and 10,000

## Addition and Subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Add and subtract numbers mentally with increasingly large numbers, using known skills such as rounding to the nearest 10, 100 and 1000.

Estimate by rounding to the nearest 10, 100 and 1000, and use inverse operations to check answers to a calculation, including rounding pounds and pence to the nearest 10 pence or pound.

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

## Multiplication and division

Find all factor pairs of a number and find multiples.

Recognise that some numbers only have two factors, itself and one.

Multiply two-digit or three digit by two-digit number using formal written layout.

Use place value, known and derived facts to multiply and divide mentally with numbers greater than  $12 \times 12$ , including multiplying together three or more numbers

Confidently divide two-digit and three-digit numbers by any one-digit number, using formal written layout, introducing remainders.

Find the effect of dividing a one- or two- digit number by 10 and 100 and 1000, identifying the value of the digits in the answer as ones, tenths and hundredths

Recognise and use square numbers and the notation for squared ( $^2$ ).

Solve problems involving multiplication and division, including using my knowledge of factors and multiples and squares.

## Fractions/ decimals /Percentages

Compare and order fractions whose denominators are all multiples of the same number, within the multiplication table up to  $12 \times 12$ , with up to three fractions in a set

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths. Recognise the decimal and percentage equivalence.

Recognise mixed numbers and improper fractions, understanding that they represent the same value, and convert from one to the other using visual representations as an aid.

Add and subtract fractions with the same denominator where one is a multiple of the other.

Multiply mixed numbers by whole numbers, supported by materials and diagrams

Recognise and write decimals numbers as fractions up to tenths.

Recognise and use thousandths and relate them to hundredths. (including %)

Round decimals with two decimal places to the nearest whole numbers

Read, write, order and compare number with up to three decimal places, with the same number of places within one question

Solve problems involving number up to three decimal places with the same number of places within one question

Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$

## Measurement

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre)

Understand and use approximate equivalences between metric units and common imperial units such as inches

Measure and calculate the perimeter of composite rectilinear shapes (including squares) in centimetres and metres

Find the area of rectilinear shapes and estimate the area of irregular shapes by counting squares

Estimate volume (e.g.: using  $1\text{cm}^3$  blocks to build cuboids, including cubes) and capacity (e.g.: using water)

Solve problems involving converting between units of time.

Use all four operations to solve problems for all of the above using decimal notation, including scaling.

## Geometry- Properties of shape

Identify cubes from 2-D representations

Know angles are measured in degrees compare acute, obtuse and reflex angles

Draw given angles, within accuracy of 5 degrees and measure them in degrees ( $^{\circ}$ )

Identify:

- angles at a point and one whole turn (total  $360^{\circ}$ )
- angles on a straight line and  $\frac{1}{2}$  a turn (total  $180^{\circ}$ )

Use the properties of triangles to deduce related facts such as finding missing angles.

Explain what the terms regular and irregular mean

## Geometry- Position and Direction

Describe movements between positions as translations of a given unit to the left/right and up/down with increasing fluency.

## Statistics

Solve comparison, sum and difference problems using information presented in a line graph related to the key plotted points.

Complete, read and interpret information in tables