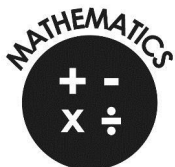


Mathematics

- Count forwards and backward with **positive and negative numbers** through zero (eg 3, 2, 1, 0, -1, -2).
- Count forwards/backwards in steps of **powers of 10** for any given number up to **1,000,000**.
- **Compare** and **order** numbers up to 1,000,000.
- Compare and order numbers with **3 decimal places** (eg 2.345, 3.654).
- Read **Roman numerals** to 1,000.
- Identify all **multiples and factors**, including finding all factor pairs (eg factor pairs of 20 are: 1, 20; 2, 10; 4, 5).
- Use known tables to **derive other number facts** (eg $3 \times 4 = 12$ so $30 \times 4 = 120$ and $30 \times 40 = 1200$)
- Recall **prime** numbers up to 19 (1, 2, 3, 5, 7, 11, 13, 17, 19).
- Recognise and use **square numbers** ($2 \times 2 = 4$, $3 \times 3 = 9$) and **cube numbers** ($2 \times 2 \times 2 = 8$, $3 \times 3 \times 3 = 27$).
- Recognise **place value** of any number up to 1,000,000.
- **Round** any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round **decimals with 2 decimal places** to nearest whole number and 1 decimal place (eg $1.34 = 1$ to nearest whole number and 1.3 to 1 decimal place).
- **Add and subtract** numbers with more than 4-digits using formal written method.
- Use rounding to **check answers**.
- **Multiply 4-digits by 1-digit/ 2-digit**
- **Divide up to 4-digits by 1-digit**
- **Multiply & divide whole numbers & decimals** by 10, 100 and 1,000
- Recognise and use **thousandths**.
- Recognise **mixed numbers** and **improper fractions** and convert from one to another
- **Multiply** proper fractions and mixed numbers by whole numbers.
- Identify and write **equivalent fractions** ($1/2 = 2/4$)
- Solve **time problems** using timetables and converting between different units of time.



Navenby CE Primary School

End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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

Reading

- **Summarise** main points of an argument or discussion within their reading and make up own mind about issue/s.
- **Compare** between two texts
- Appreciate that people use **bias** in persuasive writing.
- Appreciate how two people may have a **different view** on the same event.
- Draw **inferences** and justify with **evidence** from the text.
- Vary voice for **direct or indirect speech**.
- Recognise **clauses** within sentences.
- Explain how and why a writer has used clauses to **add information** to a sentence.
- Use **more than one source** when carrying out research.
- Create a set of **notes** to summarise what has been read.



Writing

- Add **phrases** to make sentences more precise and detailed.
- Use range of **sentence openers** – judging the impact or effect needed.
- Begin to adapt **sentence structure** to text type.
- Use **pronouns** to avoid repetition.
- Indicate degrees of possibility using **adverbs** (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate **parenthesis**:
 - **brackets**
 - **dashes**
 - **comma**
- 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).
- Write **legibly**, fluently and with **increasing speed**.

