

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s
- Compare and contrast two texts
- Appreciate that people use bias in persuasive writing
- Appreciate how two people may have a different view on the same event
- 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
- Read aloud to a large group using appropriate volume, pace and style

Writing

- Add phrases to make sentences more precise and detailed.
- Use a range of sentence openers – judging the impact or effect needed.
- 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 writing into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and manner (e.g. nervously).
- Write legibly, fluently and with increasing speed.



Mathematics

Number and place value

- Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1.
- Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01.
- Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Convert between units of measure, including using common decimals and fractions.

Number facts

- Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).

Multiplication and division

- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.

Fractions

- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents and multiples of these proper fractions.

Geometry

- Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.
- Compare areas and calculate the area of rectangles (including squares) using standard units.



Lower Halstow and Newington CEP Schools Federation



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 staff have identified these expectations as being the minimum 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. 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.