National Curriculum 2014

This booklet is to tell you more about your child's education in Year Five and what they will need to know by the end of Year Five.

ENGLISH

Writing –

By the end of this year your child should be able to write effectively in a range of genres and will be able to choose the best way to present their writing (newspaper, non-chronological report, story, diary, chronological report, formal letters and informal letters).

Alongside this your child will exploring the use and effect of a variety of punctuation marks, to help and improve the quality of their writing, these will include; possessive apostrophes, apostrophes for contractions, inverted commas for speech, commas to mark adverbials and all the punctuation they currently use in their writing.

All children will be expected to use fronted adverbial phrases in their writing e.g. immediately sensing danger, his eyes opened wide. Like a warm sun beam, his smile lit up the room.

Your child will be writing for a range of real purposes and audiences across the curriculum.

They will need to;

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and 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

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, distinguishing between the language of speech and writing and choosing the appropriate register

Proofread for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Handwriting – All children in year five will be expected to continue to develop and improve their handwriting. They will need to:

- Choose which shape of letter to use when given a choice and decide whether or not to join certain letters.

- Choose the right writing implement for the task.

Reading –

All children by the end of year 5 should be able to;

- maintain positive attitudes to reading and an 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, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 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, building on their own and others' ideas and challenging views courteously

- 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.

MATHS

For <u>number</u> your child will need to:

- 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 0

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

- Solve number problems and practical problems that involve all of the above

- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. .

For <u>addition and subtraction</u> your child will need to:

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

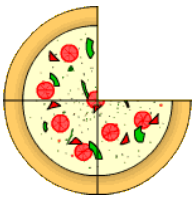
Add and subtract numbers mentally with increasingly large numbers

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.

For <u>multiplication and division</u> your child will need to:

- 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 1,000
- 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 and problems involving simple rates.



For fractions your child will need to:

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
- 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
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- Read, write, order and compare numbers with up to 3 decimal places
- Solve problems involving number up to 3 decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.

For measurement your child will need to:

Convert between different units of metric measure

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

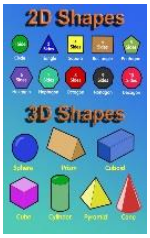
Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes

Estimate volume and capacity

Solve problems involving converting between units of time

Use all four operations to solve problems involving measure using decimal notation including scaling.

For <u>shape</u> your child will need to:



- 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 1 whole turn (total 360°)
- angles at a point on a straight line and half 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.

For <u>position and direction</u> your child will need to:

- 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.

For **statistics** your child will need to:

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

Home Learning

Your child will also have reading, tricky word spelling and mental maths challenges in their book bag. We ask that this homework is completed at home as it will support your child in class.

Websites to support your child at home:

www.wordtamer.co.uk

www.bbc.co.uk/bitesize/ks2/literacy

www.bbc.co.uk/bitesize/ks2/numeracy

www.nrich.maths.org

www.ictgames.co.uk