



Year Five

End of Year Expectations

"This is our school. Together we worship. Together we learn. Together we belong. With the love of God, our dreams and ambitions come true."

This booklet is designed to help parents to support your child to meet the end of year expectations for each year group. This booklet contains the expectations towards which your child will be working during this year. To help your child achieve, you should talk to them about their work in school and we hope this booklet will provide a starting point. We believe that you will find it useful in supporting your child at home but it is not expected that you teach these topics.

Expectations in Maths

Counting & ordering	Count forwards & backward with positive & negative numbers through zero. Count forwards/backwards in steps of powers of 10 for any given number up to 1000000. Compare & order numbers with 3 decimal places. Read Roman numerals to 1000.
Tables & multiples	Identify all multiples & factors, including finding all factor pairs. Use known tables to derive other number facts.
Bonds & Facts	Recall prime numbers up to 19.
Place value & rounding	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 2 decimal places to nearest whole number & 1 decimal place
Calculations +/-	Add & subtract Numbers with more than 4-digits using efficient written method (column) and numbers with up to 2decimal places
Calculations x/÷	Multiply and divide 4-digits by 1-digit Multiply & divide whole numbers & decimals by 10, 100 & 1000
Fractions & percentages	Count up/down in thousandths. Recognise mixed numbers & fractions & convert from one to another. Multiply proper fractions by whole numbers.
Time	Solve time problems using timetables and converting between different units of time.

Expectations in Reading

Comprehension and Understanding	Summarises main points of an argument or discussion within their reading & 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.
Prediction, inference & deduction	Draw inferences and justify with evidence from the text.
Intonation and Expression	Varies voice for direct or indirect speech.
Grammatical Features	Recognise: - clauses within sentences
Research	Uses more than one source when carrying out research. Creates set of notes to summarise what has been read.

Expectations in Writing

Sentence & text structure	Add phrases to make sentences more precise & 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.
Punctuation	Uses brackets, dashes and commas. Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).
Paragraphing	Consistently organize into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
Handwriting	Legible and fluent style.

Expectations as a Learner

Self Managers	Recognise risks that may be involved when tackling work. Organise things well, including resources and others. Appreciate how learning can happen from mistakes. Know where they learn best. Appreciate range of viewpoints, even when different from own. Know the difference between sensible risks and fool-hardy risks.
Effective Participators	When making suggestions, can break down ideas into small steps. Prepared to discuss and debate issues until a sensible compromise is reached. Act as an ambassador for the school. Act as a buddy or mediator.
Resourceful Thinkers	Ask questions to check understanding. Tenacious when things get difficult. Sort and classify information and check it for clarity. Draw inference and make deductions from a range of sources. Give alternative solutions or explanations. Describe effective learning and compare to own learning.
Reflective Learners	Accept different types of feedback and learn from it. Make good use of time to reflect on what they have learnt. Understand that attitude and behaviour can affect learning, and show they are prepared to adjust. Use range of criteria to reflect on own and others work.
Independent Enquirers	Recognise that sometimes you need expertise from others to help solve a problem. Show they are confident enough to plan clear steps to improve their learning. Choose how to present information. Plan a longer activity, breaking it into a manageable number of steps. Make constructive judgments about someone else's work. Set targets for completing tasks and work to them.

Team Workers	Take on range of roles within a group. Accept constructive criticism from others in group to enable improvement in performance. Share a working environment with others and respect their varying needs. Motivate others to contribute more effectively. Understands differences in opinions and respond positively
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Expectations in Science

<p>Environment - Observing Life cycles</p> <ul style="list-style-type: none"> ■ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ■ Describe the life process of reproduction in some plants and animals. <ul style="list-style-type: none"> □ <u>Name, locate and describe the functions of the main parts of reproductive system of plants</u> (stigma, stamen, petal, sepal, pollen, ovary). 	<p>Material Properties – Testing Material Properties</p> <ul style="list-style-type: none"> ■ <u>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</u> ■ <u>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (advantages and disadvantages).</u> <ul style="list-style-type: none"> □ Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity). <p>Temperature and Thermal Insulation</p> <ul style="list-style-type: none"> □ Heat always moves from hot to cold. □ Some materials (insulators) are better at slowing down the movement of heat than others. □ Objects/liquids will warm up or cool down until they reach the temperature of their surroundings. 	<p>Material Changes - Reversible changes</p> <ul style="list-style-type: none"> ■ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. ■ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. ■ <u>Demonstrate that dissolving, mixing and changes of state are reversible changes.</u> <ul style="list-style-type: none"> □ Changes can occur when different materials are mixed. □ Some material changes can be reversed and some cannot. □ Recognise that dissolving is a reversible change and recognise everyday situations where dissolving occurs. □ Distinguish between melting and dissolving. □ Mixtures of solids (of different particle size) can be separated by sieving. □ Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (un-dissolved). □ Evaporation helps us separate soluble materials from water. □ Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed, etc). □ Freezing, melting and boiling changes can be reversed (revision from YR4). <p>Material Changes – Irreversible changes</p> <ul style="list-style-type: none"> ■ <u>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</u>, including changes associated with burning, and the action of acid on bicarbonate of soda (producing a gas / fizzing).
<p>Animals - Human Life Cycles</p> <ul style="list-style-type: none"> ■ <u>Describe the changes as humans develop to old age.</u> <ul style="list-style-type: none"> □ Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete. 	<p>Light and Astronomy – Earth and Space</p> <ul style="list-style-type: none"> ■ <u>Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.</u> ■ <u>Describe the movement of the Moon relative to the Earth.</u> ■ Describe Sun/Earth/Moon as approximately spherical bodies. ■ <u>Use the idea of the Earth's rotation to explain day and night.</u> <ul style="list-style-type: none"> □ The Earth spins once around its own axis in 24 hours, giving day and night. □ The Earth orbits the Sun in one year. □ We can see the Moon because the Sun's light reflects off it. □ The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this. □ <u>Use the Earth's movement in space to explain the apparent movement of the sun across the sky.</u> □ The Sun appears to move across the sky from East to West and this causes shadows to change during the day. □ Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth. 	<p>Forces – Effects on Movement</p> <ul style="list-style-type: none"> ■ <u>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</u> ■ <u>Identify the effects of air resistance, water resistance and friction that act between moving surfaces</u> (causing things to slow down) ■ <u>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</u> <ul style="list-style-type: none"> □ There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects □ Gravity can act without direct contact between the Earth and an object. □ Friction, air resistance and water resistance can be useful or unwanted. □ The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect. □ More than one force can act on an object simultaneously (either reinforcing or opposing each other).

Expectations in Art & Design

<ul style="list-style-type: none"> ▶ Investigate a range of starting points for their work, and choose which idea to develop further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. ▶ Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. ▶ Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette. 	<ul style="list-style-type: none"> ▶ Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. ▶ Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. 	<ul style="list-style-type: none"> ▶ Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect. ▶ Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter. 	<ul style="list-style-type: none"> ▶ Use appropriate language when comparing ideas, methods and approaches in their own and others' work. ▶ Describe what they think and feel about their own and others' work and how this might influence their designs. ▶ Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.
<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>

Expectations in Computing

<ul style="list-style-type: none">▶ Use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved with contact and content including developing an understanding of digital footprints.▶ Know a range of ways of reporting concerns about content and contact involving the internet and other communication technologies.▶ Understand what acceptable and unacceptable online behaviour is.▶ Use strategies to verify the reliability and accuracy of information on the internet and understand copyright.	<ul style="list-style-type: none">▶ Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.▶ Understand about the use of operators in searching and continue developing their effective search techniques by using Boolean operators in their searches.▶ Create simple spreadsheet models to investigate real life problems.	<ul style="list-style-type: none">▶ Design and write programs using sequence, repetition, selection and variables.▶ Develop greater understanding of how to use selection and repetition in more complex programs.▶ Understand how search engines work.▶ Further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.▶ Plan and write programs to control external devices such as sensors and motors and explain about the inputs and outputs used.▶ Have an understanding of how a computer network works and the opportunities that it offers for communication and collaboration.
Digital Literacy	Information Technology	Computer Science

Expectations in Design and Technology

<ul style="list-style-type: none"> ▶ Record ideas using annotated diagrams. ▶ Use models, kits and drawings to help formulate design ideas. ▶ Sketch and model alternative ideas. ▶ Decide which design idea to develop. 	<ul style="list-style-type: none"> ▶ Develop one idea in depth. ▶ Select from and use a wide range of tools. ▶ Cut accurately and safely to a marked line. ▶ Select from and use a wide range of materials. 	<ul style="list-style-type: none"> ▶ Research and evaluate existing products. ▶ Consider user and purpose. ▶ Consider and explain how the finished product could be improved related to design criteria. ▶ Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> ▶ Use the correct vocabulary appropriate to the project. ▶ Join materials using appropriate methods. ▶ Create 3-D textile products using pattern pieces. ▶ Understand pattern layout with textiles. ▶ Cut strip wood, dowel, square section wood accurately to 1mm. ▶ Build frameworks to support mechanisms. ▶ Stiffen and reinforce complex structures. ▶ Use mechanical systems such as cams, pulleys and gears. ▶ Use electrical systems such as motors and switches. <p style="text-align: center;">Program, monitor and control using ICT.</p>	<ul style="list-style-type: none"> ▶ Join and combine a widening range of ingredients. ▶ Select and prepare foods for a particular purpose. ▶ Know where and how ingredients are grown and processed.
Design	Make	Evaluate	Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	Cooking and Nutrition

Expectations in Geography

<ul style="list-style-type: none"> ▶ Name and locate an increasing range of places in the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> ▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. ▶ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	<ul style="list-style-type: none"> ▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? ▶ Recognise geographical issues affecting people in different places and environments. 	<ul style="list-style-type: none"> ▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> ▶ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ▶ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. 	<ul style="list-style-type: none"> ▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. ▶ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.
Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information

Expectations in History

<ul style="list-style-type: none"> ▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. 	<ul style="list-style-type: none"> ▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. ▶ Describe key aspects of a non-European society such as the early Islamic civilisation. 	<ul style="list-style-type: none"> ▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> ▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings.
Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication

Expectations in Languages

<ul style="list-style-type: none"> ▶ Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5. 	<ul style="list-style-type: none"> ▶ Ask and answer simple questions and use a negative. ▶ Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency. 	<ul style="list-style-type: none"> ▶ Understand the main points from a short written passage in clear printed script. ▶ Are beginning to use a bilingual dictionary independently with some success. 	<ul style="list-style-type: none"> ▶ Write two or three short sentences as a personal response accurately and can use reference materials / support. 	<ul style="list-style-type: none"> ▶ Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc.
<p style="text-align: center;">Understand and respond to spoken language from a variety of resources (Listening)</p>	<p style="text-align: center;">Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p>	<p style="text-align: center;">Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading)</p>	<p style="text-align: center;">Write at varying length for different purposes and audiences (writing)</p>	<p style="text-align: center;">Use a variety of grammatical structures</p>

Expectations in Music

<ul style="list-style-type: none"> ▶ Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. ▶ Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. 	<ul style="list-style-type: none"> ▶ Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. <i>how can the tempo be changed to create excitement?</i>) ▶ Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. 	<ul style="list-style-type: none"> ▶ Improvise and develop a wider range of rhythmic and melodic material when composing. ▶ Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. 	<ul style="list-style-type: none"> ▶ Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music. 	<ul style="list-style-type: none"> ▶ Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. ▶ Can identify a silence in a rhythmic pattern with a gesture such as raised hand. ▶ Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.
Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)

Expectations in Physical Education

<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. ▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. ▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. ▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground. ▶ Work cooperatively with a partner and small group. 	<ul style="list-style-type: none"> ▶ Examples of sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder pass, catching, push pass, kicking, shooting. ○ Bowl underarm / overarm. ○ Strike a ball (rounders / cricket). ○ Catch a small ball. ○ Counter balance with a partner. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. ▶ Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> ▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.
Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success