



## Introduction

This booklet is designed to provide you with an overview of the curriculum objectives for reading, writing and mathematics for your child's year group. The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

## Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum. Similarly, some children may be working, by the end of the year, on skills in greater depth in their year group curriculum. At St Peter's teachers tailor their planning to ensure that the needs of individuals are met. Teachers keep comprehensive records on what children can do and what they need to work on next. This information informs their on-going planning so that each child makes good progress over the course of the year.

## What can I do to help my child with their learning?

Reading with your child every night is the second greatest thing that you can do to support their learning across all areas of the curriculum. A child who can read, comprehends what they have read and develop a richness of vocabulary will excel in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

Alongside this, equally important is to ask your child about their learning eachday. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.

"The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go."  
-Dr. Seuss

# READING

## Year 5



Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes.

They have a positive attitude towards reading for a range of purposes.

Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Can demonstrate 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.

Recommends books that they have read to their peers, giving reasons for their choices.

Identifies and discusses re-occurring themes across books.

Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.

Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asks questions to improve their understanding.

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Can predict what might happen from details stated and implied.

Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.

Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

Can distinguish between statements of fact and opinion.

In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found.

Participate in discussions, explaining their understanding of what they have read using notes where necessary.

Provides reasoned justifications for their views.

# WRITING

## Year 5



In narrative writing settings, characters and plot are created successfully.	
In narrative, dialogue has been integrated to help build a picture of a character's mood or personality and to help advance the story.	
In non-narrative writing a range of organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining).	
Paragraphs organise ideas around a theme.	
Ideas are linked across paragraphs to show a shift in time, place or action - using adverbials of time and place e.g. <i>later, nearby</i> .	
Uses devices to build cohesion within a paragraph e.g. <i>then, after that, firstly, this</i> .	
Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.	
Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.	
Writing includes a range of sentence structures including multi-clause sentences which use a range of conjunctions with accurate use of comma to mark the separate clauses.	
Relative clauses successfully add detail and description e.g. using <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. <i>For example: The teacher, who was already late for class, dropped all her books as she ran through the door.</i>	
Adverbs and modal verbs indicate degrees of possibility (e.g. <i>perhaps, surely, must, could, might</i> ).	
Fronted adverbials are used to vary sentence structure e.g. <i>Beyond the dark gloomy cave,...</i>	
Tense choice and other devices build cohesion within and across paragraphs (e.g. <i>he had seen her before</i> ).	
All common punctuation is used accurately as taught in previous year groups e.g. CL, FS, ?, !, inverted commas, commas, apostrophes, commas after fronted adverbials punctuation of direct speech.	
Beginning to show use of brackets, dashes or commas to indicate parenthesis	
Spelling in line with Y5 Appendix 1 is usually accurate, including homophones and those which use common pre-fixes and suffixes.	
Spells some of the Year 5/6 orange words accurately in their writing.	
Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.	
Handwriting is legible and fluent, consistent with a continuous cursive script (St John's handwriting policy).	<p>YS</p>
Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.	

# MATHEMATICS

## Year 5



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 zero.

Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.

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

Add, subtract and multiply whole numbers with more than 4 digits, including using formal written methods.

Calculate mentally using all 4 operations with increasingly large numbers.

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 1000.

Solve multi-step problems in contexts, deciding which operations and methods to use and why.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

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.

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 [for example,  $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ].

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 [for example, $0.71 = 71/100$ ]
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
Round decimals with two decimal places to the nearest whole number and to one decimal place.
Read, write, order and compare numbers with up to three decimal places.
Solve problems involving number up to three decimal places.
Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
Calculate and compare the area of rectangles (oblongs and squares), and including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes.
Use all four operations to solve problems involving measure [e.g., length, mass, volume, money] using decimal notation, including scaling and converting units of time.
Identify a range of 3-D shapes from 2-D representations (eg nets).
Use the properties of rectangles (oblongs/squares) to deduce related facts and find missing lengths and angles.
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
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.
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 one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) and other multiples of 90°.
Solve comparison, sum and difference problems using information presented in a line graph.
Complete, read and interpret information in tables, including timetables.