



# Year 5 English



## Reading Comprehension

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

I can retrieve record and present information from non-fiction.

I can explain and discuss my understanding of what I have read, including through formal presentation and debates.

I can draw inferences such as feelings, thoughts and motives.

I can distinguish between statements of fact and opinion.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

I can ask questions to improve my understanding.

## Word Reading

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

## Writing

I can use further prefixes and suffixes and understand the guidance for adding them.

I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a thesaurus.

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

I can note and develop initial ideas, drawing on reading and research where necessary.

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

I can proof-read for spelling and punctuation errors.

I can write legibly, fluently and with increasing speed.

I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can choose the writing implement that is best suited for a task.

I can use expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

## Spelling

I can add endings which sound like /jəs/ spelt -cious or -tious

I can add endings which sound like /jəl/ spelt -cial or -tial

I can spell words ending in -ant, -ance, -ent, -ence

I can spell words ending in -able and -ably

I can spell words ending in -ible and -ibly

## Speaking and Listening

I can engage the listener by varying my expression and vocabulary.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I contribute and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.



# Year 5 Maths



- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can solve number problems and practical problems involving ordering, rounding and comparing numbers up to 1 000 000.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can multiply and divide numbers mentally drawing on known facts up to  $12 \times 12$ .
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can recognise mixed numbers and improper fractions and can convert from one to the other.
- I can recognise and use square numbers and cube numbers; and can use the notation 2 and 3.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.



## Science

### Earth & Space

#### Scientific Knowledge

I can describe the movement of the Earth and other planets relative to the sun in the solar system.

I can describe the movement of the moon relative to the Earth.

I can describe the sun, Earth and moon as approximately spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

#### Working Scientifically

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

### Forces

#### Scientific Knowledge

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

#### Working Scientifically

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

## History Ancient Greece

### Historical Chronology

I can explain and understand the four main time periods of the Greek empire and place them on a timeline.

### Historical Concepts

I can explain and understand how the political system worked in ancient Greece and compare this to our own system.

### Historical Interpretation

I can understand and explain the idea of a city-state and use historical sources to research Athens and Sparta.

### Historical Enquiry

I can understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.

### Historical Communication

I can make connections, ask historically-valid questions and create my own structured accounts in the context of finding out about the Trojan War.

## Art

To explain some of the features of art from historical periods. (Ancient Greek Vases)

To use the circle and tube technique to draw figures.

To identify pattern types and textures within historical works.

To replicate work in the style of the ancient Greeks.

To design and print a Greek inspired vase.

To print accurately.

## MUSIC

### Singing

I can sing a broad range of songs with accurate pitch.

### Listening

I can listen to a piece of music and comment on the dynamics and timbre.

### Composing

I can improvise using tuned percussion using a wide range of dynamics.

### Performing

I can perform melodies following staff notation using a small range C-C'/do-do as a class or small group.

### Musical Notation

I can understand the difference between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers

## Geography

### Europe and the Wider World

#### Locational

I know the countries that make up the European Union and its role as a key global player.

#### Place

I can compare and contrast two different capital cities (London and Paris). Human/Physical

I can research a European country to understand its physical and human features.

#### Skills/fieldwork

I can find answers to my own geographical questions.



## RE

### Prayer and Worship

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.  
I can express why I think Hindus might choose different ways to show commitment to God.

### Incarnation

I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.  
I can start to explain the Christian belief that Jesus was the Incarnation of God.

I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

## MFL

### Speaking

I can have an exchange using questions and answers about the weather.

### Listening

I can listen to someone describing the weather and explain what they are saying.

### Reading

I can say and read written numbers 1-31 in Spanish.

### Writing

I can write a Christmas card in Spanish.

### Grammar

I can name all four seasons and describe them using adjectives.

## Computing

### CEOPS

I can distinguish between safe and unsafe behaviours online.

I can Articulate advice on how children can stay safe online.

I can find the Thinkuknow 8-10s website and locate advice and support pages.

### PowerPoint

I can create slide templates and organise slides with hyperlinks

I can add theme, transitions and animations to a presentation

I can use action settings

I can insert audio and video

I can evaluate a slide layout and make improvements

## DT

### Design

I can research and explore different types of stitching.

I can use computer aided design for a textile project, considering the main shapes required.

### Make

I can use a variety of stitches to join two pieces of fabric.

I can create and add embellishments to fabric using a needle and a thread.

### Evaluate

I can evaluate the success of my textiles project and make suggestions on how to improve it.

### Technical Knowledge

I can work safely with a thread and needle.

## PE

### Net and Wall

I can demonstrate the 'ready' position during a rally.

I can send and return a ball with confidence.

I can play a range of basic shots on both sides of the body.

I can use my knowledge of space when in a rally.

I can use tactics against an opponent.

I can follow the rules and begin to keep track of my own score.

### Fitness /Athletics

Il can throw with greater force and over longer distances. • I can throw with greater control, accuracy and efficiency.

I can combine sprinting with hurdling.

I can perform a variety of jumps with a run up, maintaining control.

I can transfer a relay baton efficiently as part of a team when racing competitively.

### Dance

I can develop a motif demonstrating agility, precision, balance and coordination.

I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence.

I can communicate effectively with a partner or group.

I can explore, improvise, and combine movement ideas fluently and effectively.

I can perform movements to an audience with rhythm and confidence.

I can refine my own performance in response to comments from others and self-analysis.

I can make complex or extended sequences of movements.

### Gymnastics

I can contrast my partner's moves so that we work at different levels and in different pathways.

I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence.

I can perform symmetry and asymmetry individually, in pairs and as a group.

I can develop flexibility, strength, control, technique, and balance.

I can refine my own performance in response to comments from others and self-analysis.