



QEGS KEY OBJECTIVES

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 objectives as being the minimum requirements your child must meet in order to ensure suitable progress through to the following year.

Development throughout the year

The key objectives in this booklet are intended to be achieved by the end of the current academic year. Your child's progress on these objectives will be tracked throughout the year by the teachers. The children will also follow their own development using their Progress Tracker booklets, and feedback will be given on Parents' Evening regarding your child's progress.

The curriculum we follow is designed to ensure that the children have a thorough understanding of each objective and subject, and can apply them in a variety of academic situations.

Any extra support you can provide in helping your children to achieve these is greatly valued.



READING

- Vary voice for direct or indirect speech.
- Use the author's punctuation to guide expression.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Refer to the text to support opinions and predictions.
- Summarise main points of an argument or discussion within their reading and make up own mind about issues.
- Compare between two texts
- Make deductions based on textual evidence.
- Draw inferences and justify with evidence from the text.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

WRITING

- Add phrases to make sentences more precise and 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.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use verb phrases to create subtle differences (e.g. she began to run).
- Use brackets and commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.
- Use semi-colon or colon to mark the boundary between independent clauses.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed – with style adapted to task.
- Spell the words on the Year 5 spelling lists correctly.



MATHEMATICS

- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Multiply and divide whole numbers and decimals by 10, 100 and 1,000.
- Add whole numbers with more than 4 digits, including using formal written methods.
- Subtract numbers with up to 4-digits using a written column method.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/2-digit numbers.
- Divide up to 4-digits by 1-digit numbers.
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Draw given angles, and measure them in degrees.
- Complete, read and interpret information in tables, including timetables.
- Express missing number problems algebraically.



SCIENCE

- Plan different types of investigation to answer questions.
- Recognise and control any variables within investigations.
- Take measurements, using a range of equipment, and do this with increasing accuracy and precision, taking repeat readings when appropriate.
- Record information and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further tests.
- Report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.
- Explain how much trust can be placed in a set of results.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Tracking Progress

The teachers use the following terminology to help track your child's progress through a particular subject. The aim is for every child to be secure in each subject area by the end of the academic year.

Beginning – This indicates your child is currently working towards the majority of the objectives contained in this booklet. This is very common in the Michaelmas term, as many objectives are still to be covered.

Developing – This indicates your child has achieved some of the key objectives and is currently working towards others.

Secure – This indicates your child has achieved the majority of the key objectives in a subject. As it is based on the objectives for the whole year, this is a level more likely to be achieved towards the end of the academic year.

Exceeding – This indicates that your child has achieved all of the key objectives and is working at a level beyond the majority of the key objectives.

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.

