

Maths Stage 5 Key Learning Objectives
I can interpret negative numbers in context
I recognise and use square and cube numbers, and know the notation
I use rounding to estimate answers, using all four operations
I identify multiples and factors, including finding factor pairs and common factors, prime factors, composite numbers and know prime numbers up to 19
I can add and subtract whole numbers with more than 4 digits (including formal and written methods)
I can multiply and divide numbers by 10, 100 or 1000, including decimals
I can use long multiplication for multiplying numbers of up to 4 digits by one or two digits and use standard written short division
I can compare and order fractions whose denominators are multiples of the same number and am able to convert mixed numbers and improper fractions
I can solve multi step word problems using all operations
I can identify, name and write equivalent fractions including tenths and hundredths
I can add and subtract fractions with denominators that are multiples of the same number
I can multiply proper fraction and mixed numbers by whole numbers, supported by materials and diagrams
I can read and write a wide range of decimal numbers as fractions, eg $0.71=71/100$, $0.75=3/4$
I can write, order, compare and round numbers with up to 2 decimal places to whole number or 1dp.
I recognise % symbol and write percentages as a fraction with the denominator of 100, and as a decimal.
I understand and use common approximate conversions between metric and imperial units of measurement
I can measure and calculate the perimeter of composite rectilinear shapes, calculate the area of rectangles, and estimate the area of irregular shapes
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles
I can compare acute, obtuse and reflex angles and draw and measure angles to the nearest degree
I can use the properties of a rectangle to deduce related facts, and find missing lengths and angles
I can describe and represent the result of a reflection or translation
I can complete, read and interpret information in tables, including timetables



Stanburn Primary School

Believe Achieve Succeed

Learning Without Limits

End of Year Expectations

Year 5

Reading Stage 5 Key Learning Objectives
I know what the words morphology and etymology mean
I can recite poems by heart, using good dramatic effect
I can identify and discuss themes and conventions across a wide range of writing
I can read and make comparisons within and across books (a range of modern fiction, from literary heritage and from other cultures/traditions)
I can ask questions that improve my understanding of texts
I can summarise ideas drawn from more than one paragraph, identifying key details
I can re-read and scan ahead to check for meaning
I can predict future events from details stated and implied
I justify inferences I have made using evidence from the text, spontaneously
I can explain why an author has chosen to organise the text in the way they have
I can participate in discussions about books, building on and challenging ideas
I participate in formal presentations and debates about reading, using some of the formal language of debate
I can present a personal point of view based on what is read, and provide reasoned justifications for views
I can explain and discuss how an author's experiences can shape a text
I can discuss how authors use language, including figurative language, to affect the reader
I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
I can explain how the bias in persuasive texts and newspapers affects the world we live in
I can compare points of view that are stated clearly
I can discuss understanding of texts, including exploring meanings of words in context
I can comment on the way the poet has chosen to structure a poem, and comment on its effectiveness

Writing Stage 5 Key Learning Objectives
I can spell some words with silent letters, and the words on the Year 5 spelling list
I can recognise and use spellings for homophones and other often common exception words
I can use a dictionary and thesaurus efficiently to check spelling and meaning
I have developed a fluent, legible and well presented personal style of handwriting
I identify my audience and the purpose before writing, and consider them while planning and writing
I can use the key features and structures of text types to shape my work
I can start sentences in a variety of ways and use sentence starters to highlight the main idea
I can use organisational devices such as headings, bullet points and underlining to structure texts and guide the reader
I can develop characters through action and dialogue
I can choose strong and imaginative vocabulary and vary sentence structure and grammar to engage and create an impact on my audience, including using relative clauses such as those that begin with who, that, which, whose, where. when
I can use stylistic devices to create effects in my writing, for example simile, metaphor
I can use expanded noun phrases and other devices to add detail carefully to interest the reader
I can organise my writing into developed paragraphs to show different information or events
I can use cohesive devices (connecting adverbs, adverbials, conjunctions and synonyms) to link ideas within paragraphs
I can use modal verbs to indicate degrees of possibility
I can use a wide range of punctuation ()-,,: "" and bullet points
I can read and edit my own writing, suggesting changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
I recognise vocabulary and structures that are appropriate for formal or informal use
I can identify passive and active voice, and am beginning to use it