



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Reading Key Related Expectations

### KEY STAGE 2 – YEAR 5



Strand	Objective	
Word	1	[KEY] Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Comprehension	2	Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	3	Reading books that are structured for a range of purposes.
	4	[KEY] Increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	5	Recommending books that they have read to their peers, beginning to give reasons for their choices.
	6	Identifying and discussing themes and conventions in and across a range of writing.
	7	Beginning to make comparisons within and across books.
	8	Learning a range of poetry by heart.
	9	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	10	[KEY] Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
	11	Beginning to ask questions to improve their understanding.
	12	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	13	Beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].
	14	[KEY] Beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	15	Beginning to identify how language, structure and presentation contribute to meaning.
	16	Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	17	Beginning to distinguish between statements of fact and opinion.
	18	[KEY] Beginning to retrieve, record and present information from non-fiction.
	19	[KEY] Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	20	Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.
	21	[KEY] Beginning to provide reasoned justifications for their views.



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Writing Age Related Expectations

### KEY STAGE 2 – YEAR 5



Strand	Objective
Transcription	1 Use some prefixes and suffixes and understand the guidance for adding them.
	2 Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].
	3 Beginning to distinguish between homophones and other words which are often confused.
	4 Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
	5 Beginning to use dictionaries to check the spelling and meaning of words.
	6 Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.
	7 Beginning to use a thesaurus.
Hand writing	8 Beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
	9 Beginning to choose the writing implement that is best suited for a task.
Composition	10 [KEY] Beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.
	11 Beginning to note and develop initial ideas, drawing on reading and research where necessary.
	12 Beginning to consider how authors have developed characters and settings.
	13 Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	14 [KEY] Beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
	15 Beginning to precis longer passages.
	16 Beginning to use a range of devices to build cohesion within and across paragraphs.
	17 [KEY] Beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].
	18 Beginning to assess the effectiveness of their own and others' writing.
	19 Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.
	20 [KEY] Beginning to use the correct tense throughout a piece of writing.
	21 Beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
	22 [KEY] Beginning to proof-read for spelling and punctuation errors.
23 Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	
Vocabulary Grammar Punctuation	24 [KEY] Using modal verbs or adverbs to indicate degrees of possibility.
	25 Using brackets, dashes or commas to indicate parenthesis.
	26 Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.
	27 Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
	28 [KEY] Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
	29 Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–].
	30 [KEY] Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].
	31 Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
	32 [KEY] Using commas to clarify meaning or avoid ambiguity in writing.



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Mathematics Age Related Expectations

### KEY STAGE 2 – YEAR 5



Strand	Objective
Number & Place Value	1 [KEY] Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
	2 Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
	3 [KEY] Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
	4 Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
	5 Solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.
	6 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Addition & Subtraction	7 [KEY] Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
	8 [KEY] Add and subtract numbers mentally with increasingly large numbers.
	9 Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
	10 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication & Division	11 [KEY] Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
	12 Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
	13 Establish whether a number up to 100 is prime and recall prime numbers up to 19.
	14 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
	15 Multiply and divide numbers mentally drawing upon known facts.
	16 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.
	17 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
	18 Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
	19 [KEY] Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
	20 Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of an equals sign.
	21 [KEY] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Fractions	22 [KEY] Compare and order fractions whose denominators are all multiples of the same number.
	23 Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
	24 Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ].
	25 Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
	26 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
	27 [KEY] Read and write decimal numbers as fractions [for example, $0.71 = 71/100$ ].
	28 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
	29 Round decimals with two decimal places to the nearest whole number and to one decimal place.
	30 [KEY] Read, write, order and compare numbers with up to three decimal places.
	31 Solve problems involving number up to three decimal places.
	32 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.
	33 [KEY] Solve problems which require knowing percentage and decimal equivalents of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement	34	[KEY] Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
	35	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
	36	[KEY] Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
	37	[KEY] Calculate and compare the area of rectangles (including 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.
	38	Estimate volume [for example, using 1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].
	39	Solve problems involving converting between units of time.
	40	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Shape	41	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
	42	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
	43	[KEY] Draw given angles, and measure them in degrees (°).
	44	Identify angles at a point and one whole turn (total 360°).
	45	Identify angles at a point on a straight line and a turn (total 180°).
	46	Identify other multiples of 90°.
	47	Use the properties of rectangles to deduce related facts and find missing lengths and angles.
	48	[KEY] Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Position	49	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.
Statistics	50	Solve comparison, sum and difference problems using information presented in a line graph.
	51	[KEY] Complete, read and interpret information in tables, including timetables.



# SS Peter & Paul Catholic Primary School

## National Curriculum 2014 – Science Key Related Expectations

### KEY STAGE 2 – YEAR 5



Strand	Objective	
Working Scientifically	1 Beginning to identify scientific evidence that has been used to support or refute ideas or arguments. ↳ <b>GD objective:</b> Beginning to identify more scientific evidence that has been used to support or refute ideas or arguments.	
	2 Beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ↳ <b>GD objective:</b> Beginning to plan a wider range of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
	3 Beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ↳ <b>GD objective:</b> Beginning to take a wider set of measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
	4 Beginning to record data and results of using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ↳ <b>GD objective:</b> Beginning to more independently record data and results of using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
	5 Beginning to use test results to make predictions to set up further comparative and fair tests. ↳ <b>GD objective:</b> Beginning to use test results to make more specific predictions to set up further comparative and fair tests.	
	6 Beginning to report and represent findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ↳ <b>GD objective:</b> Beginning to report and represent findings from enquiries, including improved conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	
	Living Things Habitats	7 Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ↳ <b>GD objective:</b> Describe, compare and contrast the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
		8 Describe the life process of reproduction in some plants and animals. ↳ <b>GD objective:</b> Describe the life process of reproduction in some plants and animals using specific examples to identify their similarities and differences.
	Animals	9 Describe the changes as humans develop to old age. ↳ <b>GD objective:</b> Describe, using examples and scientific terminology, the changes as humans develop through stages to old age.
		Properties of Materials
11 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. ↳ <b>GD objective:</b> Explain and give examples of why some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.		

Properties of Materials	12	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
		↳ <b>GD objective:</b> Apply knowledge of solids, liquids and gases to explain how mixtures might be separated to solve problems, including multiple steps of filtering, sieving and evaporating.
	13	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
		↳ <b>GD objective:</b> Give justified reasons and specific examples, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
	14	Demonstrate that dissolving, mixing and changes of state are reversible changes.
		↳ <b>GD objective:</b> Demonstrate and explain why dissolving, mixing and changes of state are reversible changes.
Earth Space	15	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
		↳ <b>GD objective:</b> Explain in greater depth using scientific terminology that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
	16	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
		↳ <b>GD objective:</b> Accurately describe the movement of the Earth, and other specific planetary examples, relative to the Sun in the solar system and how their orbits vary in length and shape.
	17	Describe the movement of the Moon relative to the Earth.
		↳ <b>GD objective:</b> Describe in greater depth the movement of the Moon relative to the Earth and Sun.
Forces	18	Describe the Sun, Earth and Moon as approximately spherical bodies.
		↳ <b>GD objective:</b> Use scientific terminology to describe the Sun, Earth and Moon as approximately spherical bodies.
	19	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
		↳ <b>GD objective:</b> Use the idea of the Earth's rotation to explain in detail day, night, the apparent movement of the sun across the sky and the different time zones across the planet.
	20	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
		↳ <b>GD objective:</b> Independently explain why unsupported objects fall towards a planet because of the force of gravity acting between the planet and the falling object; and the size of the planet has a direct effect on the strength of gravity.
	21	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
		↳ <b>GD objective:</b> Identify and explain the effects of air resistance, water resistance and friction, that act between moving surfaces, making links to investigations.
	22	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
	↳ <b>GD objective:</b> Recognise and can explain why some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	