



# Beeston Hill St Luke's C of E Primary School

## – Year 5 Expectations and End Points

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

### Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s
- Compare between two texts
- Appreciate that people use bias in persuasive writing
- Appreciate how two people may have a different view on the same event
- Draw inferences and justify with evidence from the text
- Vary voice for direct or indirect speech
- Recognise clauses within sentences
- Explain how and why a writer has used clauses to add information to a sentence
- Use more than one source when carrying out research
- Create a set of notes to summarise what has been read
- To enjoy reading and to choose books to read for pleasure
- To read age appropriate texts fluently and for pleasure

### 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 the following to indicate parenthesis:
  - o brackets
  - o dashes
  - o comma
- Use commas to clarify meaning or avoid ambiguity
- Link clauses in sentences using a range of subordinating and coordinating conjunctions
- Use verb phrases to create subtle differences (e.g. she began to run)
- 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

### Mathematics

- Know that 10 tenths are equivalent to 1 and that 1 is 10 times the size of 0.1
- Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01
- Know that 10 hundredths are equivalent to 1 tenth and that 0.1 is 10 times the size of 0.01
- Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Divide 1 into 2, 4, 5 and 10 equal parts and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Convert between units of measure, including using common decimals and fractions.
- Secure fluency in multiplication table facts and corresponding division facts through continued practice.
- Scaling facts by 1 tenth or 1 hundredth.
- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.
- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents for  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  and  $\frac{1}{10}$  and for multiples of these proper fractions.
- Compare angles, estimate and measure angles in degrees ( $^{\circ}$ ) and draw angles of a given size.
- Compare areas and calculate the area of rectangles (including squares) using standard units.

### Science

#### Biology

- Know the life cycles of different living things e.g. mammal, amphibian, insect and bird.
- Know the differences between different life cycles.
- Know the process of reproduction in plants.
- Know the process of reproduction in animals.
- Create a timeline of indicate stages of growth in humans.

#### Chemistry

- Compare and group materials based on their properties and response to magnets.
- Know and explain how a material dissolves to form a solution.
- Know and show how to recover a substance from a solution.
- Know and demonstrate how some materials can be separated.
- Know and demonstrate that some changes are reversible, and some are not.
- Know how some changes result in the formation of a new material and that this is usually irreversible.

#### Physics

- Know what gravity is and its impact on our lives.
- Identify and how the effect of air and water resistance.
- Identify and know the effect of friction.
- Explain how levers, pulleys and gears allow a smaller force to have a greater effect.
- Know about and explain the movement of the Earth and other planets relative to the Sun.
- Know about and explain the movement of the Moon relative to the Earth.
- Know and demonstrate how night and day are created.
- Describe the Sun, Earth and Moon (using the term spherical).

<p><b>History</b></p> <p><i>Chronology (Anglo-Saxons)</i></p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman Occupation and 1066.</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country.</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms.</li> <li>• Know that the way the kingdoms were divided led to the creation of our county boundaries' today.</li> <li>• Use a time line to show when the Anglo-Saxons were in England.</li> </ul> <p><i>Local Study</i></p> <ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time.</li> </ul> <p><i>Historical Enquiry Skills</i></p> <ul style="list-style-type: none"> <li>• Describe events from the past using dates when things happened.</li> <li>• Know how an event or events from the past has shaped our life today.</li> <li>• Draw an accurate timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• Know how crime and punishment has changed over a period of time.</li> <li>• Know how Britain has had a major influence on the world.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<p><b>Computing</b></p> <p><i>Create Programs</i></p> <ul style="list-style-type: none"> <li>• Use technology to control an external device.</li> </ul> <p><i>Develop Programs</i></p> <ul style="list-style-type: none"> <li>• Develop a program that has specific variables identified.</li> </ul> <p><i>Reasoning</i></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate information reaching a conclusion that helps with future developments.</li> </ul> <p><i>Search Engines</i></p> <ul style="list-style-type: none"> <li>• Understand how search results are selected and ranked.</li> </ul> <p><i>Using Programs</i></p> <ul style="list-style-type: none"> <li>• Combine sequences of instructions and procedures to turn devices on/off.</li> </ul> <p><i>Safe use</i></p> <ul style="list-style-type: none"> <li>• Understand that they have to make choices when using technology and that not everything is true and/or safe.</li> </ul>	<p><b>PE</b></p> <p><i>Athletics</i></p> <ul style="list-style-type: none"> <li>• Show control when taking off and landing.</li> <li>• Throw with increasing accuracy.</li> <li>• Combine running and jumping.</li> </ul> <p><i>Competitive Games</i></p> <ul style="list-style-type: none"> <li>• Gain possession by working in a team and pass in different ways.</li> <li>• Choose a specific tactic for defending and attacking.</li> <li>• Use a number of techniques to pass, dribble and shoot.</li> </ul> <p><i>Gymnastics</i></p> <ul style="list-style-type: none"> <li>• Create complex extended sequences.</li> <li>• Combine action, balance and shape.</li> <li>• Perform consistently to different audiences.</li> </ul> <p><i>Outdoor A&amp;A</i></p> <ul style="list-style-type: none"> <li>• Follow a map into an unknown location.</li> <li>• Use clues and a compass to navigate a route.</li> <li>• Change route to overcome a problem.</li> <li>• Use new information to change route.</li> </ul> <p><i>Dance</i></p> <ul style="list-style-type: none"> <li>• Compose own dances in a creative way.</li> <li>• Perform dance to an accompaniment.</li> <li>• Dance shows clarity, fluency, accuracy and consistency.</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>• Pick up on something a partner does well and also on something that can be improved.</li> <li>• Know why own performance was better or not as good as their last.</li> </ul>
<p><b>Spanish</b></p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4 exchanges.</li> <li>• Use knowledge of grammar to speak correctly.</li> </ul> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Understand a short story or factual text and note the main points.</li> <li>• Use the context to work our unfamiliar words</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Write a paragraph of 4-5 sentences.</li> <li>• Substitute words/phrases</li> </ul>	<p><b>Music</b></p> <p><i>Performing</i></p> <ul style="list-style-type: none"> <li>• Maintain own part whilst others are performing their part.</li> </ul> <p><i>Compose</i></p> <ul style="list-style-type: none"> <li>• Compose music which meets specific criteria.</li> <li>• Choose the most appropriate tempo for a piece of music.</li> </ul> <p><i>Listen</i></p> <ul style="list-style-type: none"> <li>• Repeat a phrase from the music after listening intently.</li> </ul> <p><i>Use and understand</i></p> <ul style="list-style-type: none"> <li>• Use a music diary to record aspects of the composition process.</li> </ul> <p><i>Appreciate</i></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate music using musical vocabulary.</li> <li>• Explain why they think music is successful or unsuccessful.</li> </ul> <p><i>History</i></p> <ul style="list-style-type: none"> <li>• Contrast the work of a famous composer with another and explain preferences.</li> </ul>	<p><b>Art</b></p> <p><i>Using Sketchbooks</i></p> <ul style="list-style-type: none"> <li>• Experiment by using marks and lines to produce texture.</li> <li>• Experiment with shading to create mood and feeling.</li> <li>• Experiment with media to create emotion in art.</li> <li>• Know how to use images created, scanned and found; altering them where necessary to create art.</li> </ul> <p><i>Drawing, painting and sculptures</i></p> <ul style="list-style-type: none"> <li>• Know how to use shading to create mood and feeling.</li> <li>• Know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Know hot to express emotion in art.</li> <li>• Know hot to create an accurate print design following given criteria.</li> </ul> <p><i>Study of great artists</i></p> <ul style="list-style-type: none"> <li>• Research the work of an artist and use their work to replicate a style.</li> </ul>

