PHASE 3

YEAR 5 HOMEWORK - Pack 10

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

Years 5 and 6 Common Exception Words

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

Task 1:
Practice your spellings of your common exception words in your best handwriting.
Remember: look, cover, write, check.

Task 2:
Play TT Rockstars to improve your recall of your multiplication facts.

Spelling Shed

Year 5 & Year 6 UKS2 Full List
Due: 09/03/20 00:00

Weekly spellings - silent letters
0/2 Due: 08/03/20 09:00

More Lists

YEAR 5 Maths - Support Sheet

Area is the measurement of the surface of a 2D shape and can be found by multiplying the length by the width. It is measured in unit squares such as centimetre squared (cm^2).
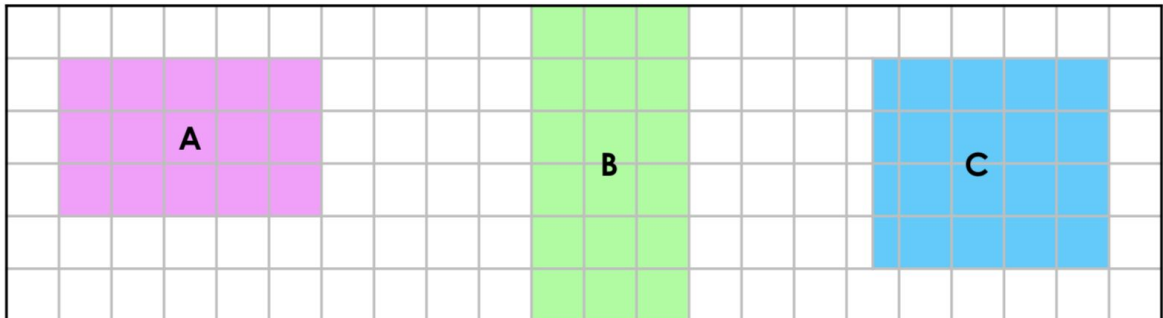
The **area** is the space inside the shape.

rectangle

5cm

2cm
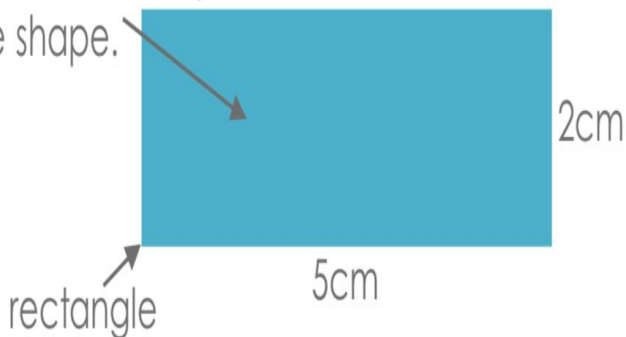
Area = length x width
For this shape, the length is 5cm and the width is 2cm. Therefore, the area is $5 \times 2 = 10cm^2$.

YEAR 5 Maths - Skill 1

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1. Record the area of each rectangle if each square measures 2cm.
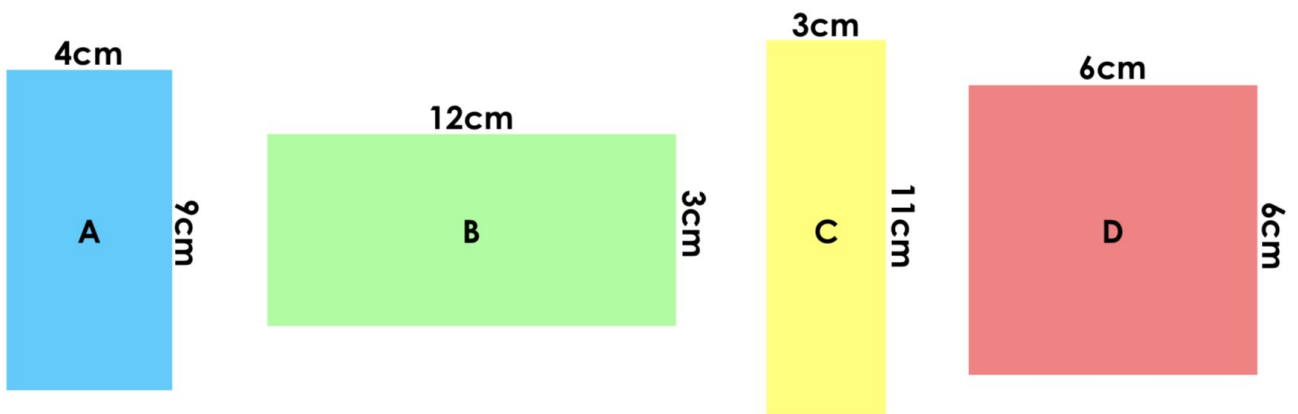
not to scale

Rectangle A = ☐ cm²   Rectangle B = ☐ cm²   Rectangle C = ☐ cm²

Which rectangle is the odd one out? ☐

---

2. True or false? Each of these rectangles has the same area.

4cm
A
9cm

12cm
B
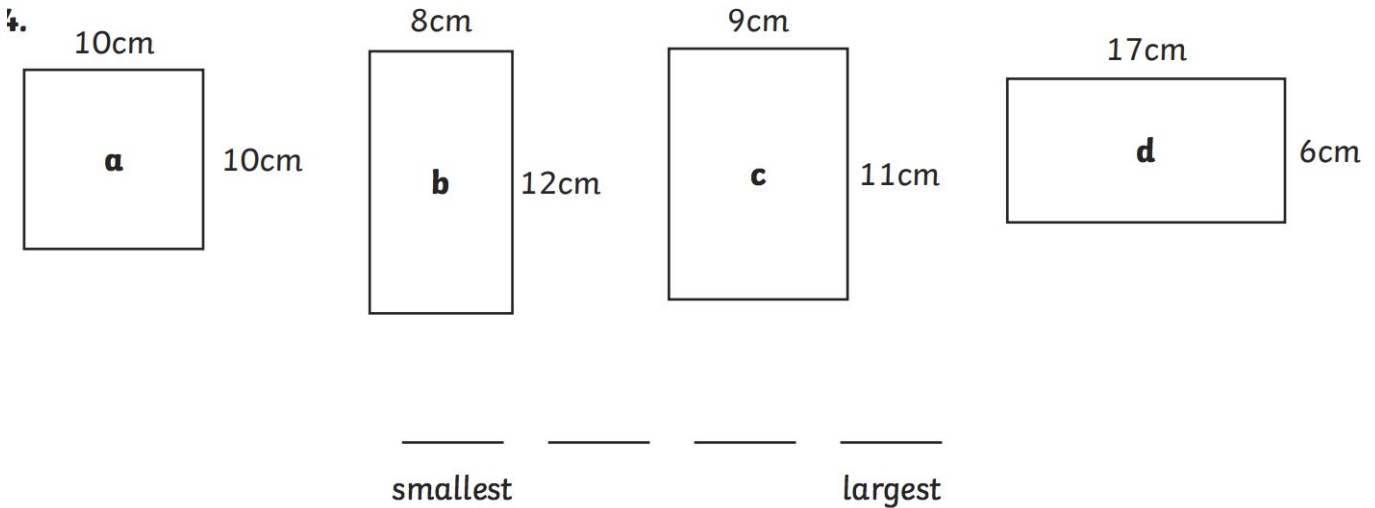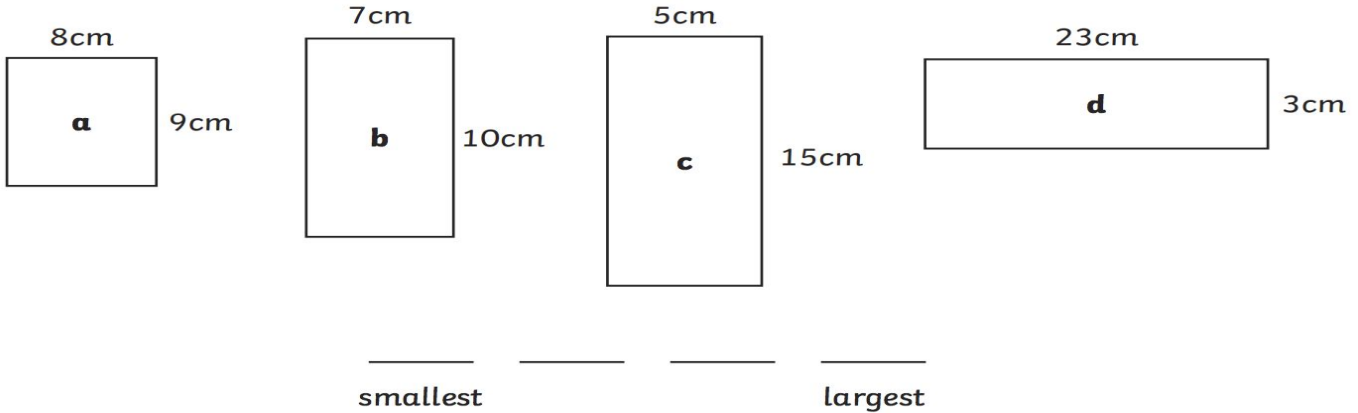3cm

3cm
C
11cm

6cm
D
6cm

not to scale

YEAR 5 Maths - Skill 1

For each set of rectangles, order the rectangles from smallest area to largest area. The shapes are not to scale.

8cm
a
9cm

7cm
b
10cm

5cm
c
15cm

23cm
d
3cm

_____ _____ _____ _____
smallest   largest

4.

10cm
a
10cm

8cm
b
12cm

9cm
c
11cm

17cm
d
6cm

_____ _____ _____ _____
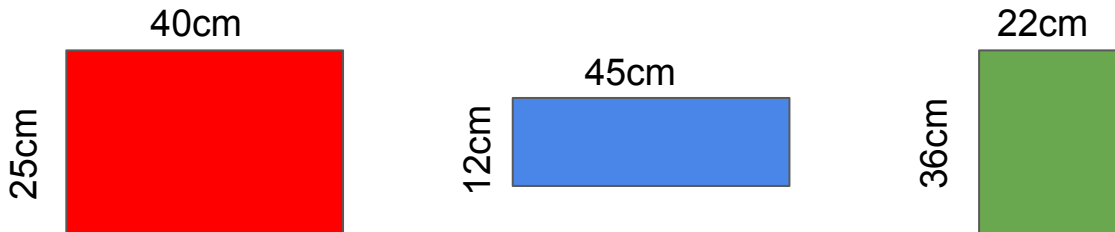smallest   largest

The area of the following rectangles is shown. What could the length of the sides be? How many different solutions can you find?
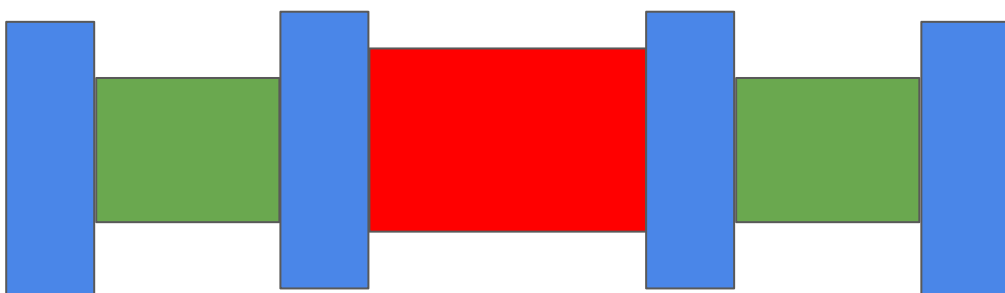
48cm²

360cm²
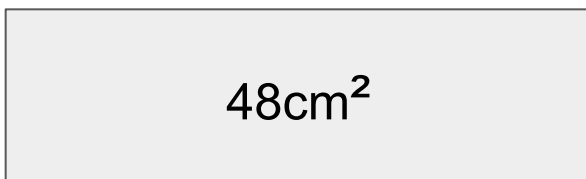
YEAR 5 Maths - Skill 1 Extension

40cm

25cm

45cm

12cm

22cm

36cm
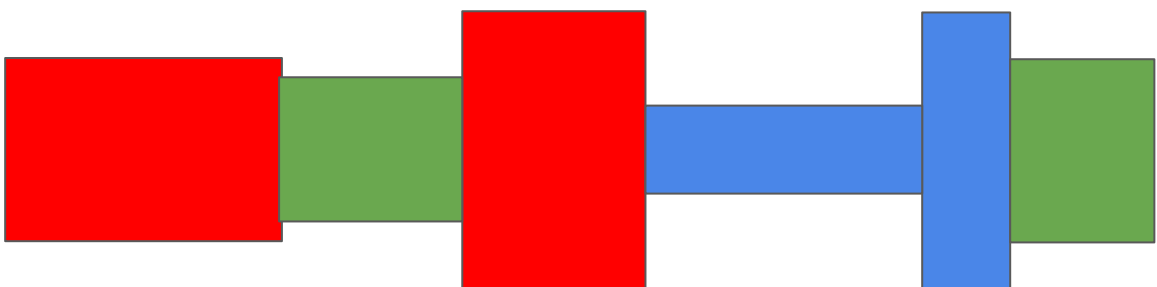
1000   540   792

What is the total area of the patterns shown below

YEAR 5 Maths - Skill 1 Reasoning

1
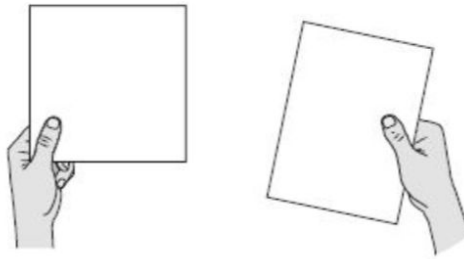
A square tile measures 20 cm by 20 cm.

A rectangular tile is 3 cm **longer** and 2 cm **narrower** than the square tile.

What is the **difference in area** between the two tiles?

Show your method
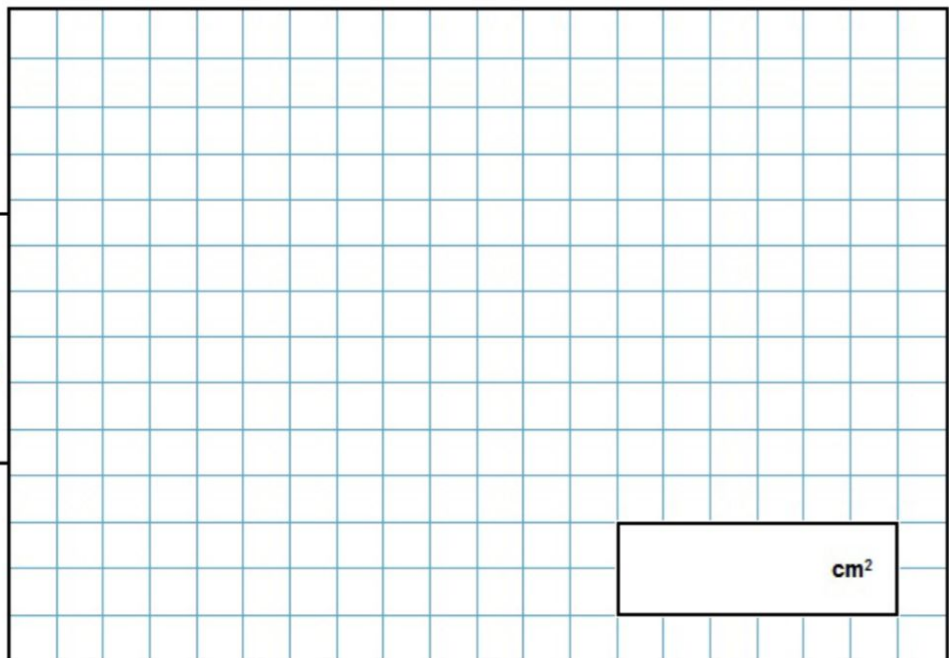
cm²

3 marks

YEAR 5 Maths - Skill 1 Reasoning

2 Here is a set of 20 squares around a shaded space.
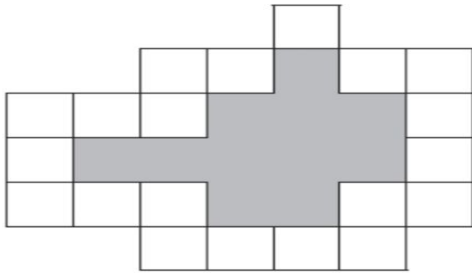
What is the area of the shaded space?

| squares |

1 mark

3 Match each shape on the left to one with **equal area** on the right.

One has been done for you.
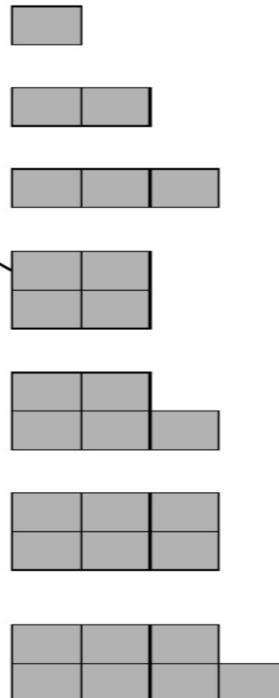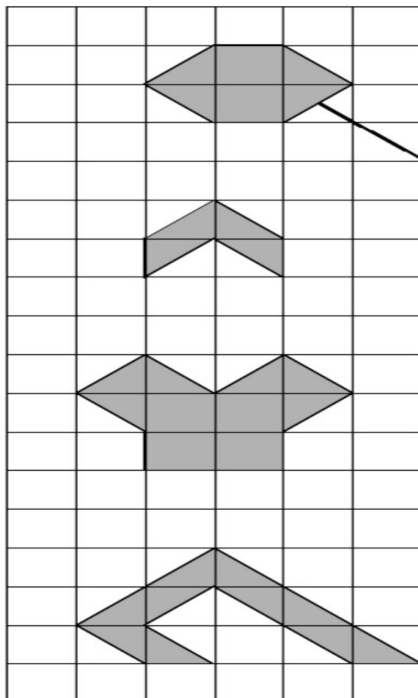
2 marks

YEAR 5 Maths - Skill 1 Reasoning

4

Here is a grid of regular hexagons.

The shaded shape has an area of 3 hexagons and a perimeter of 14 cm.

Draw another shape on the grid which has an **area** of 4 hexagons and a **perimeter** of 14 cm.
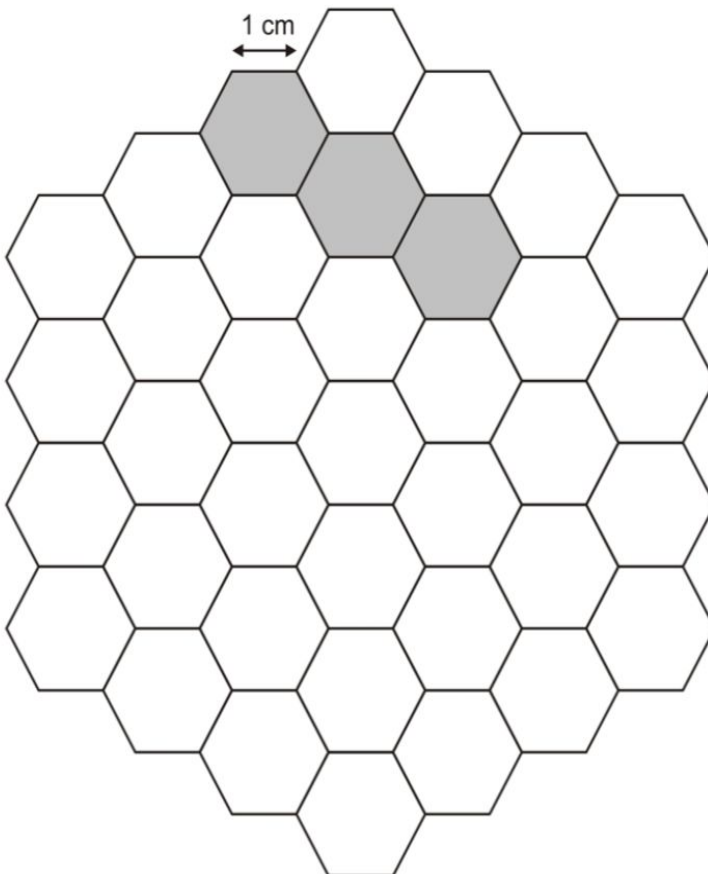
1 mark

YEAR 5 Maths - Support Sheet

Finding the area of compound shapes
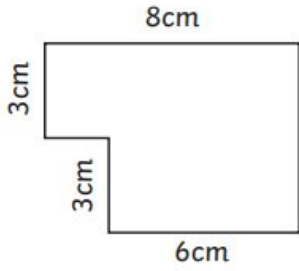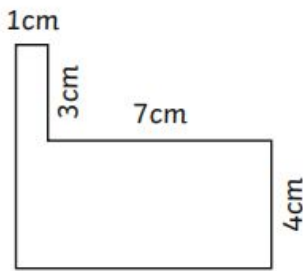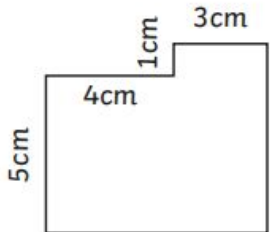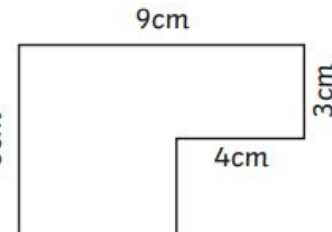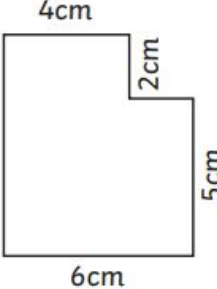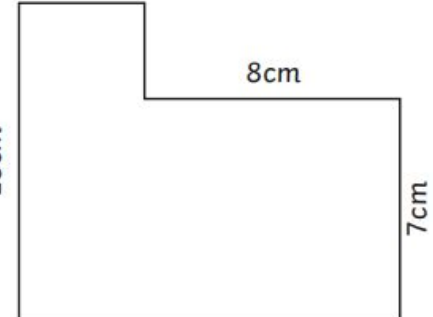
Divide the shape into squares and rectangles, find their individual areas and then add them together.
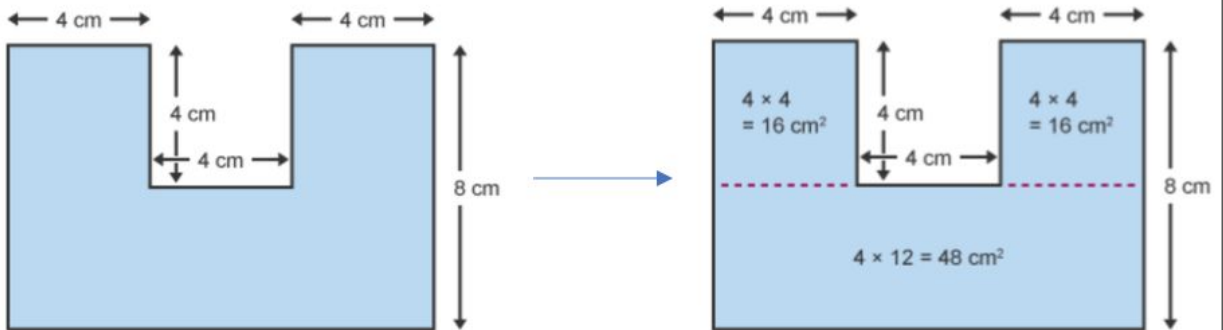
$$Area = 16 + 16 + 48 = 80 \ cm^2$$

YEAR 5 Maths - Skill 2

Identify the shapes where the area can be calculated. Calculate the area of each compound shape.

1.

8cm
3cm
3cm
6cm

Total: _____

2.

1cm
3cm
7cm
4cm

Total: _____

3.

3cm
1cm
4cm
5cm

Total: _____

4.

9cm
6cm
3cm
4cm

Total: _____

5.

4cm
2cm
5cm
6cm

Total: _____

6.

8cm
10cm
7cm
12cm

Total: _____

YEAR 5 Maths - Skill 2

Find the area of these shapes. Each area is represented by a letter of the alphabet. Unjumble the letters to make a maths word.

1)

Area = _____ Letter = _____

2)

Area = _____ Letter = _____

3)

Area = _____ Letter = _____

4)

Area = _____ Letter = _____

5)
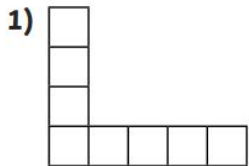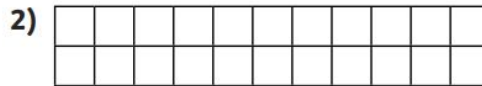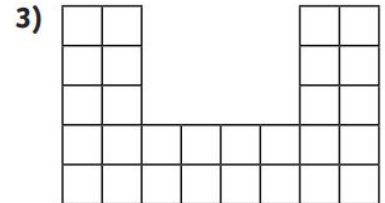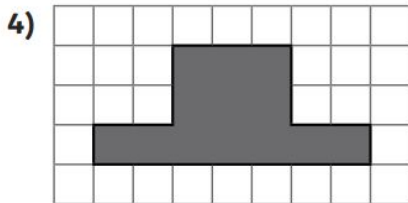
Area = _____ Letter = _____

Letters

t	e	l	m
22	10	24	13
s	a	h	r
28	15	8	20

Shape	1	2	3	4	5
Letter					

Unjumbled Word
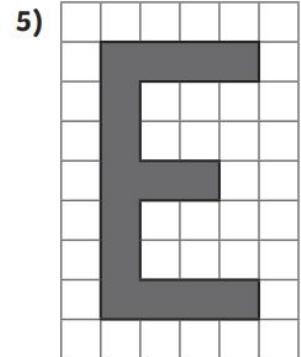
Calculate the area of these shapes, then order them by size from smallest to greatest area. (The shapes are not drawn to the same scale.)

shape A
2cm
5cm
3cm
7cm

shape B
4cm
9cm
10cm
5cm

shape C
12cm
12cm
8cm
3cm
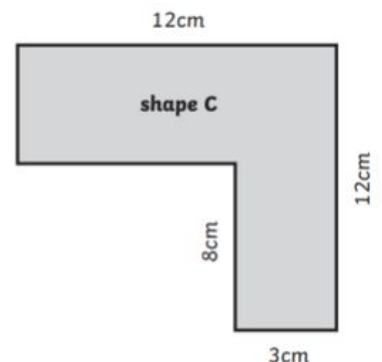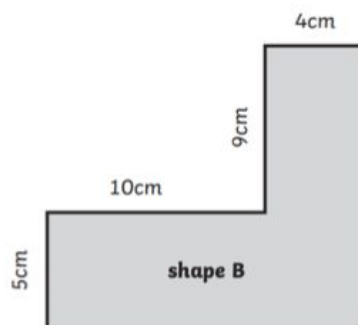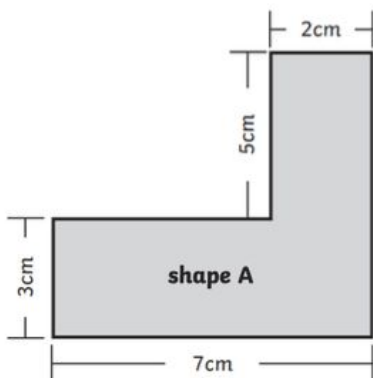
smallest		greatest

YEAR 5 Maths - Skill 2 Reasoning

1) Ianto wants to calculate the area of this shape.

4cm

10cm

3cm

3cm

4cm

9cm
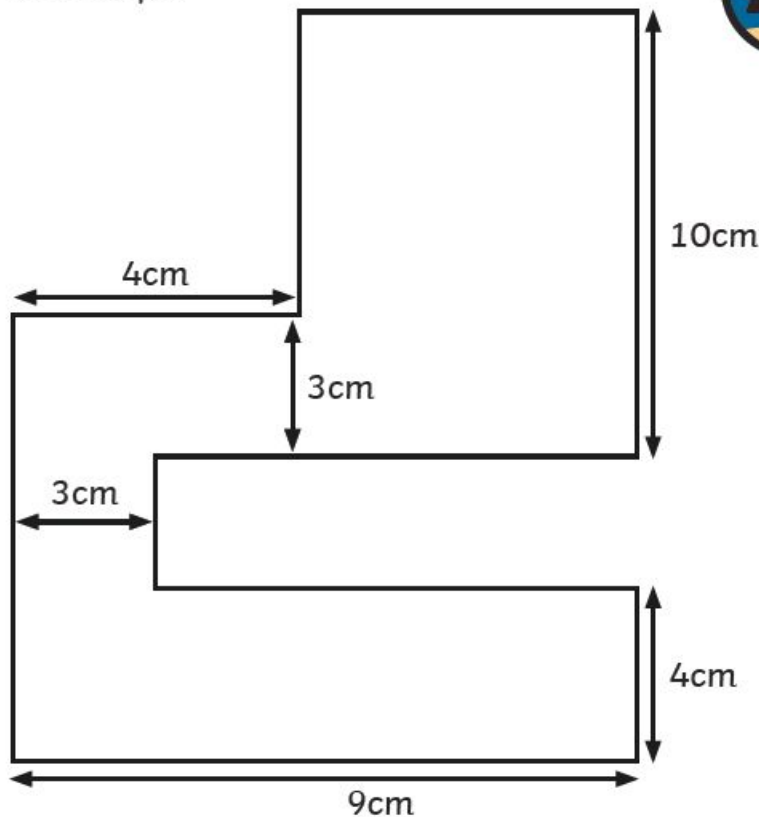
a) He says,
"It is impossible to work out the area of this shape without more measurements."

Is he right? Prove it!

b) Investigate how many more measurements Ianto needs in order to find the area.

c) If the total area is 107cm², what could the missing lengths be?

PHASE 3

YEAR 5 Maths - Skill 3

$5 \overline{)4364}$ $6 \overline{)1224}$ $3 \overline{)2996}$ $9 \overline{)945}$

$5 \overline{)3357}$ $4 \overline{)2186}$ $4 \overline{)1560}$ $5 \overline{)2674}$

$7 \overline{)4683}$ $3 \overline{)1434}$ $8 \overline{)3996}$ $4 \overline{)3324}$

$9 \overline{)943}$ $8 \overline{)4648}$ $3 \overline{)2970}$ $7 \overline{)4690}$

Hampton Vale
Primary Academy

Curiosity Confidence Courage Constancy

YEAR 5 Maths - Skill 3

Complete the calculations using the formal written method, short division. Some of the calculations may have remainders.

$$\begin{array}{r} r \\ 1\ 5\ \overline{)\ 9\ \ 3\ \ 6\ \ 7} \end{array} \qquad \begin{array}{r} r \\ 2\ 0\ \overline{)\ 7\ \ 1\ \ 5\ \ 6} \end{array} \qquad \begin{array}{r} r \\ 1\ 1\ \overline{)\ 8\ \ 6\ \ 4\ \ 0} \end{array}$$

$$\begin{array}{r} r \\ 1\ 2\ \overline{)\ 7\ \ 0\ \ 7\ \ 5} \end{array} \qquad \begin{array}{r} r \\ 1\ 2\ \overline{)\ 8\ \ 2\ \ 3\ \ 1} \end{array} \qquad \begin{array}{r} r \\ 1\ 1\ \overline{)\ 5\ \ 2\ \ 3\ \ 1} \end{array}$$

Order the answers to the calculations in order of smallest to largest.

smallest	← ———————————————————→	largest

YEAR 5 Maths - Skill 3 Reasoning

1 A farmer is packing eggs.

Each box holds **six** eggs.

The farmer has 980 eggs to pack.

How many boxes can the farmer **fill** using 980 eggs?

full boxes

1 mark

How many eggs will be left over?

left over

1 mark

2 Jack chose a number.

He multiplied the number by 7

Then he added 85

His answer was 953

What number did Jack choose?

Show your method

2 marks

PHASE 3

YEAR 5 Maths - Arithmetic

1	$\dfrac{5}{11} + \dfrac{7}{11} =$		

8	23 005 − ? = 21 006		

2	29 125 + 41 827		

9	980 000 − 450 000 =		

3	368 701 + 1000 + 1000 =		

10	36 342 − 27 838		

4	9999 + 100 =		

11	$1^2 + 2^2 + 4^2 =$		

5	370 000 + 41 000 =		

12	330 ÷ 3 =		

6	$\dfrac{1}{5} \times 4 =$		

13	123 502 − 98 624 =		

7	28 088 + 5253 =		

14	6 × 120 =		

PHASE 3

YEAR 5 Maths - Arithmetic

15 $4200 \div 70 =$

16 $\dfrac{5}{8} \times 2 =$

17 $9^2 - 3^3 =$

18
$$\begin{array}{r} 3216 \\ \times \quad 9 \\ \hline \end{array}$$

19 $60 \times 40 =$

20 $\dfrac{2}{3} + \dfrac{1}{12} =$

21 $50.27 - 3.905 =$

22
$$\begin{array}{r} 24 \\ \times \ 83 \\ \hline \end{array}$$

23 $8253 \div 9 =$

24
$$\begin{array}{r} 5.26 \\ \times \quad 5 \\ \hline \end{array}$$

25 $2\dfrac{2}{5} \times 3 =$

26
$$\begin{array}{r} 1367 \\ \times \quad 29 \\ \hline \end{array}$$

27 $\dfrac{1}{4} - \dfrac{1}{6} =$

28 $10.6 \div 4 =$

YEAR 5 Reading - Text 1

I. The Camel Ride

Year 5
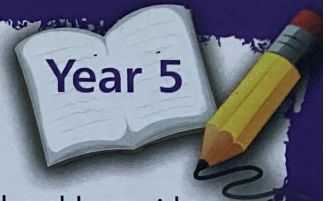
Last week, I went on holiday to Egypt where I was lucky enough to be able to ride on a camel. At first, I wasn't sure that I would enjoy the ride. I looked doubtfully at the camel, thinking how angry and grumpy it seemed to be.

With some encouragement from my mum, I climbed onto my camel. It was kneeling down but I still had to use a box to climb on board. "Hold tight!" instructed the guide and he said something to the camel. With that, the camel's front began to rise a bit. Then its back came up high and I was tilted forwards with a sudden thrust. Finally, it stood up straight and I felt like I was sitting on a mountain!

Once Mum's camel was up and ready, we set off for our ride. The camel lurched forward and continued to walk in a lolloping style. I couldn't stop laughing as I rocked from side to side.

All too soon, it was time to get off. As the camel knelt down, staying on was much harder. As the camel dropped to its front knees, I clung on as hard as I could to the saddle. Then, I dismounted and thanked my camel for a wonderful, slightly strange ride.

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tts

Text Marking

YEAR 5 Reading - Text 1 Questions

Year 5 Cards

I. The Camel Ride Questions

1. Where and when did the camel ride happen?

2. Why did the guide say 'hold tight'?

3. Why did the author compare sitting on a camel to sitting on a mountain?

4. Find the phrase '*sudden thrust*' in the text. Why do you think that the author chose to use this word here?

5. How is the camel's walk described? What does this tell you about the way that camels walk?

6. Which word means to get off the camel?

Challenge
Using the box below identify 10 key words from the summarising hand (to the right). Use the key words to write a short summary about the text.

When Where What Who

Why How

?

_____

_____

_____

_____

_____

2. The Karting Race

Year 5
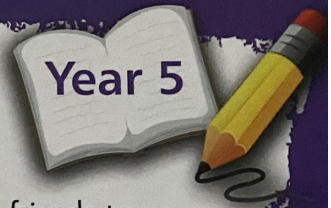
For his birthday this year, Ben held a karting party. He invited 7 of his friends to the party, which was held at the local indoor karting track. When they arrived, they were given helmets and gloves to wear. "For protection, in case you crash!" said the instructor with a cheeky smile.

After their safety briefing, Ben and his friends were led out onto the track. They climbed into the karts and were allowed to complete some practice runs. Ben loved the feeling of going fast and of the power in the engine.

Once they had all completed their practice laps, it was time for the race. They lined up according to their fastest practice lap time. The instructor pulled out the green flag. He held it steady and then...swoosh! He waved the green flag wildly and the race had started. Ben floored the accelerator and set off with a screech. Charlie followed and soon, he was side by side. Round the corners they twisted and turned, with their wheels nearly touching. Ben pulled ahead a little but, as quick as a flash, Charlie was alongside him again. The chequered flag was in sight. Ben held his nerve and pushed the accelerator harder. Ben crossed the line first. He had won!

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Text Marking

YEAR 5 Reading - Text 2 Questions

Year 5 Cards

2. The Karting Race Questions

1. Whose party was it and how many friends came?

2. What kind of party did Ben want?

3. Why did they need a helmet and gloves?

4. What does the phrase '*floored the accelerator*' mean? What does this suggest about how Ben was driving the car?

5. Which two friends were in the lead and racing neck and neck?

6. How did Ben know that he had won the race?

Challenge

Using the box below identify 10 key words from the summarising hand (to the right). Use the key words to write a short summary about the text.

When Where What Who Why How ?

_____

_____

_____

_____

_____

_____

YEAR 5 Writing

Task: To complete the '7 Day Poetry Challenge'

So what is the challenge?: The challenge is to either create or find an example of a poem each day this week that fits each of the categories below:
1. A poem you like with a colour in the title.
2. A poem you like with a number in the title.
3. A poem that reminds you of summertime.
4. A poem that tells a story.
5. A poem that makes you happy.
6. A poem that makes you think about summertime.
7. Find your favourite poem.

The poems can be written in any style (e.g. acrostic, narrative, haiku etc.) but at least 3 of the poems have to be ones that ylou have created yourself! The next few pages of the booklet are to either write your poem on or to stick in a poem that you have found and printed.

Here are some useful websites for finding good examples of poems:
https://childrens.poetryarchive.org/
https://poetryarchive.org/
https://www.poetryfoundation.org/

YEAR 5 Writing

1. A poem you like with a colour in the title.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

YEAR 5 Writing

2. A poem you like with a number in the title.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

YEAR 5 Writing

3. A poem that reminds you of summertime.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

YEAR 5 Writing

4. A poem that tells a story.

_____

_____

_____

_____

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_____

YEAR 5 Writing

5. A poem that makes you happy.

_____

_____

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_____

YEAR 5 Writing

6. A poem that makes you think about summertime.

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____

YEAR 5 Writing

7. Find your favourite poem.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

YEAR 5 Grammar - Skill 1

Adverbs of Possibility

Adverbs provide extra information about a verb. This can happen in different ways: most simply adverbs can explain *when*, *how* and *where* the verb happens (we have looked at these a lot this year, especially with fronted adverbials). Adverbs can be used in more advanced ways for other reasons: one of these is the possibility or likelihood of something happening. These adverbs include words such as: certainly, definitely and probably (but not may or might - these are verbs).

Underline the adverb that shows the possibility of the main verb.

WE: I **might** be able to help you ride your horse tomorrow.
Even though there is two verbs in this sentence, the adverb which provides information about the possibility is referring to 'help'.
Therefore, the adverb of possibility is **might**.

1. I could definitely hear you talking on the telephone last night, who were you talking too?.
2. Megan has probably changed her mind about which football club is best now she has seen Manchester United play.
3. That plant will certainly die if you do not provide it with soil, water and sunlight.

Using the adverbs below, create sentences of your own.

Probably: _____

Obviously: _____

YEAR 5 Grammar - Skill 2

Questions, Statements, Commands and Exclamations

1 Tick **one** box in each row to show whether the sentence is a **question**, a **statement** or a **command**.

Sentence	Question	Statement	Command
In autumn, many trees lose their leaves			
Look at the trees carefully			
Scientists are studying how trees can live for thousands of years			
How can you tell a tree's age			

1 mark

2 Jane wants to know if the band is playing at the festival.

Write the **question** she could ask to find out.
Remember to punctuate your sentence correctly.

_____

1 mark

3 Rearrange the words in the statement below to make it a **question**.
Use only the given words.
Remember to punctuate your sentence correctly.

Statement: They are listening to music.

Question: _____

1 mark

YEAR 5 Grammar - Skill 2

Questions, Statements, Commands and Exclamations

4 Which of the sentences is a **command**?

Tick **one.**

After you wash the dog, you will need to dry it with a towel. ☐

Before you go out, ask your mother for the shopping list. ☐

I want you to clean out the playhouse this afternoon. ☐

Here is a list of jobs you must finish before lunchtime. ☐

1 mark

5 Which sentence is an **exclamation?**

Tick **one.**

What time did the sun set last night ☐

She said the sunset was particularly beautiful ☐

What a spectacular sunset that is ☐

The sunsets are lovely at this time of year ☐

1 mark

PHASE 3

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YEAR 5 Spelling Rule

Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
accommodate					
available					
controversy					
dictionary					
marvellous					
opportunity					
secretary					
sincerely					
suggest					
twelfth					

Spellings
accommodate
available
controversy
dictionary
marvellous
opportunity
secretary
sincerely
suggest
twelfth

a	r	b	a	y	r	a	d	i	c	t	i	o	n	a	r	y
s	c	d	o	p	p	o	r	t	u	n	i	t	y	n	g	l
i	q	c	o	n	t	r	o	v	e	r	s	y	l	z	m	p
n	r	t	o	z	y	o	x	t	c	k	p	x	j	f	b	x
c	s	w	e	m	a	r	v	e	l	l	o	u	s	g	h	q
e	t	e	w	g	m	r	d	w	s	z	g	f	y	s	t	e
r	p	l	n	l	e	o	l	m	w	s	u	g	g	e	s	t
e	g	f	f	m	s	e	d	d	o	k	g	j	i	i	h	c
l	q	t	p	h	u	s	i	a	v	a	i	l	a	b	l	e
y	o	h	v	n	s	u	t	c	t	u	v	m	h	n	f	d
r	f	f	j	u	d	s	e	c	r	e	t	a	r	y	z	e

Can you find your spellings hidden in this word search?

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# YEAR 5 Science: Metamorphic Rock.

Why is it called Metamorphic Rock?

It is all to do with the word *Metamorphosis*. You have heard this word before, when we learnt about life cycles, because metamorphosis is often used to describe the process of a caterpillar changing to a butterfly. Metamorphosis is a broad term when one thing changes to another. That's why we use it to describe the process in the life cycle. Rocks can change and therefore rocks which undergo a change are called Metamorphic Rock.Deep below the Earth's crust, in the mantle layer, the enormous heat and pressure can change the rock here from one type to another. There are some examples of these changes on the diagram to the right. .

Retrieval:

How is igneous rock formed? We looked at this in Pack 7!

1.
2.
3.

Igneous rock → Metamorphic rock
sedimentary rock → Metamorphic rock
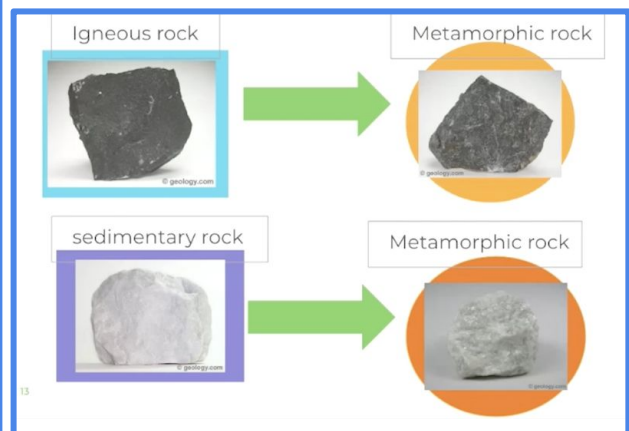
SCAN ME

Tigtag
Username: cairo.class
Password: homelearning

How is metamorphic rock formed?

So can a rock just change without interference? No! For a rock to change to a different type of rock it requires heat or pressure (sometimes both). When we think about this in terms of how this happens to the Earth. In the Earth's crust there is a layer of metamorphic rock, when the magma rises through the rock it acts as a heat source. There is also pressure put on each layer due to the amount of layers in the Earth's crust. Both of these things form metamorphic rock in the middle of the crust. In conclusion, Metamorphic rock is formed when heat and pressure inside the Earth change igneous and sedimentary rock.

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YEAR 5 Science

What are the two things you need to turn sedimentary and igneous rock into metamorphic rock?

1. _____

2. _____

Explain how metamorphic rock is formed.

_____

_____

Bonus Task: Can you create a poster using the key vocabulary for somebody of a younger age who does not know anything about Rocks? (You can use Google Slides too!).

STEM VOCABULARY

- **Igneous** - formed from molten rock from underground that is forced to the surface via a volcano (granite, basalt)

- **Magma** - hot fluid beneath the earths crust from which lava and igneous rock is formed by cooling.

- **Metamorphic rock** - sedimentary or igneous rock that has been changed by heat or pressure underground (marble, slate)

- **Metamorphosis** - to change in form, structure or substance. Rock metamorphosis is specifically caused by heat or pressure.

- **Sediment** - loose pieces of minerals and rocks.

- **Sedimentary rock** - created from sediment layers under the sea (limestone, sandstone, chalk).

YEAR 5 Science

YOU WILL NEED

- White, milk and dark chocolate cubes
- Graters
- Cling film squares
- Cups
- A source of hot water

CHOCOLATE ROCK CYCLE

How can we represent the stages of the rock cycle using chocolate?

HOW TO DO IT

1) To make **sedimentary rocks**, grate milk, white and dark chocolate into separate piles. Line a cup with cling film and then layer it with the different flavours (sediments). Press them together with your finger and then remove cling film to view your rock.

2) To make **metamorphic rocks**, take your sedimentary rock and wrap it in cling film. Shape it into a ball using your hand, massage with your fingers to create heat and watch the rock metamorphosis.

3) TEACHER DEMONSTRATION: To make **igneous rocks**, take your sedimentary and metamorphic rocks, wrap in cling film and drop into a source of hot water. Watch as the heat melts the rocks. Take them out and let them cool, turning into igneous rocks.

YEAR 5 Place and Time - India Knowledge

India's varied climate zones support about **65,000 animal species**, including elephants, pythons, river dolphins and rhinos, and **12,000 types of flowering plants**. It is the only country in the world with both lions and tigers. It's also a bird watcher's paradise.

Different Climate zones of India

• Srinagar

• New Delhi

• Jodhpur

• Kolkata

• Bangalore

not to Scale

Legend

Hot & Dry
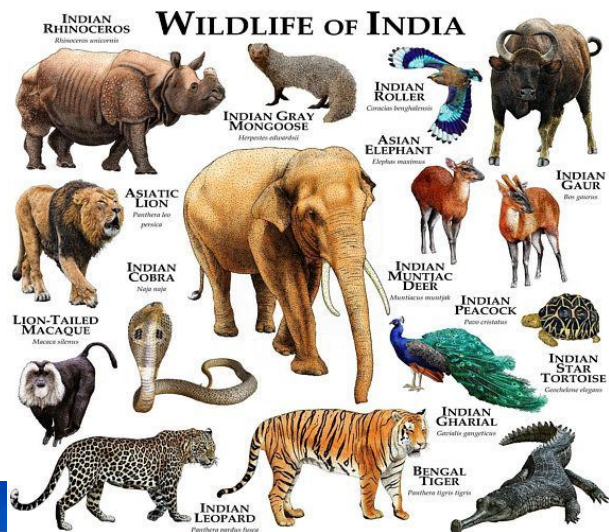Hot & Humid
Composite
Cold
Moderate

a mangrove is a tropical tree or shrub that grows in swampy areas and has tangled roots located above ground
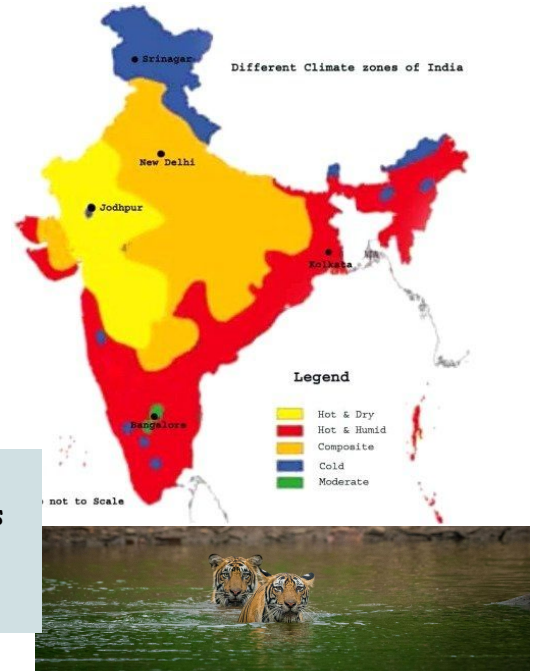
On the coast of the Bay of Bengal is the **Sundarbans**, the world's largest mangrove forest. Here, tigers swim in the same rivers as dolphins, sea turtles, sharks and saltwater crocodiles. This unique landscape is constantly under threat as sea levels rise and humans hunt illegally, and clear trees for firewood.

The Himalayas provide a home for some of India's rarest animals and plants. The most elusive animal is the snow leopard. Bears and black buck live lower down, and in the northeast, the tiger and one-horned rhinoceros can be found.

WILDLIFE OF INDIA

INDIAN RHINOCEROS
Rhinoceros unicornis

INDIAN GRAY MONGOOSE
Herpestes edwardsii

INDIAN ROLLER
Coracias benghalensis

ASIAN ELEPHANT
Elephas maximus

INDIAN GAUR
Bos gaurus

ASIATIC LION
Panthera leo persica

INDIAN COBRA
Naja naja

INDIAN MUNTJAC DEER
Muntiacus muntjak

INDIAN PEACOCK
Pavo cristatus

LION-TAILED MACAQUE
Macaca silenus

INDIAN STAR TORTOISE
Geochelone elegans

INDIAN GHARIAL
Gavialis gangeticus

INDIAN LEOPARD
Panthera pardus fusca

BENGAL TIGER
Panthera tigris tigris

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YEAR 5 Place and Time - India Tasks

MANGROVE FORESTS

Talking point -
- What is a mangrove?
- How have the roots adapted?
- Mangroves are habitats for…
- India's mangrove forest is the…
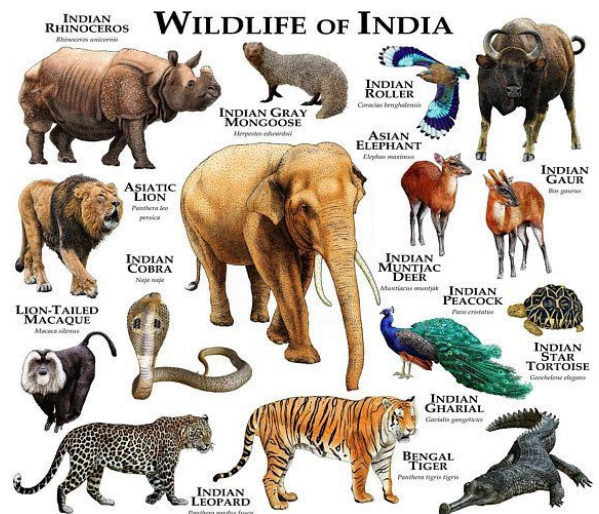
Explore:
What is an ecosystem?

Task: Research Project
There are many animals that you will only find in India. There are also many animals that are endangered.

Use the internet/books/information videos /documentaries to explore indian animals.

Make one of the following options to show your findings:
- Information leaflet
- Poster
- Powerpoint presentation
- Documentary style video

WILDLIFE OF INDIA

INDIAN RHINOCEROS
Rhinoceros unicornis

INDIAN GRAY MONGOOSE
Herpestes edwardsii

INDIAN ROLLER
Coracias benghalensis

ASIAN ELEPHANT
Elephas maximus

INDIAN GAUR
Bos gaurus

ASIATIC LION
Panthera leo persica

INDIAN COBRA
Naja naja

INDIAN MUNTJAC DEER
Muntiacus muntjak

INDIAN PEACOCK
Pavo cristatus

LION-TAILED MACAQUE
Macaca silenus

INDIAN STAR TORTOISE
Geochelone elegans

INDIAN GHARIAL
Gavialis gangeticus

BENGAL TIGER
Panthera tigris tigris

INDIAN LEOPARD
Panthera pardus fusca

Questions
Use the knowledge page to answer
1. India is the only country to both of which animal?
2. How many flowering plants are in India?
3. Which animals are described as elusive?
4. What are the two habitats described?

Retrieval
- What did Gandhi do to protest?
- Did Gandhi go to prison?
- What are the seven continents?
- What is on India's flag?

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YEAR 5 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Five children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Reading
• Have a positive attitude towards reading
• Read a broad range of genres and texts
• Learn and recite a wide range of poetry off by heart, showing understanding through the changing of pitch, pace and tone of voice
•Summarise main points of an argument or discussion within their reading & make up their own mind about an issue
• Appreciate that people can be biased in persuasive writing
• Distinguish between statements of fact and opinion
• Appreciate how two people may have a different view on the same event
 • Use more than one source of information when carrying out research
• Create set of notes to summarise what has been read
• Provide evidence from the text to support their point of view
• Draw inferences and justify with evidence from the text
• Vary voice for direct or indirect speech
• Predict what might happen next in the text
• Discuss and evaluate how authors use language and how it impacts the reader

Speaking and Listening
• Give well-structured explanations
• Consider and evaluate different viewpoints
• Listen to others responsively in discussion and link own ideas clearly to others views, even when these views are different

YEAR 5 END OF YEAR EXPECTATIONS

<u>Writing</u>
• Plan, draft and write for a range of purposes
• Use organisational and presentational features
• Develop character, setting and atmosphere in narrative
• 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
• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation
• Ensure correct use of tenses
• Proofread for spelling and punctuation errors
• Use pronouns to avoid repetition
• Use brackets, dashes and commas
• Use commas to clarify meaning
• Link clauses in sentences using a range of subordinating and coordinating conjunctions
• Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
• Legible and fluent handwriting style

YEAR 5 END OF YEAR EXPECTATIONS

Maths

• Count forwards & backward with positive & negative numbers through zero
• Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000
• Count up/down in thousandths
• Read Roman numerals to 1000
• Identify all multiples and factors, including finding all factor pairs
• Use known tables to derive other number facts
• Recall the prime numbers up to 19
• Recognise Place Value of any number up to 1000000
• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000
• Round decimals with 2dp to nearest whole number & 1dp
• Add & subtract: Numbers with more than 4-digits using efficient written method Numbers with up to 2dp
• Multiply 4-digits by 1-digit/ 2-digit
• Divide 4-digits by 1-digit
• Multiply & divide whole numbers & decimals by 10, 100 & 1000
• Add and subtract numbers mentally with increasingly large numbers
• Use all four operations to solve word problems
• Recognise mixed numbers & fractions & convert from one to another
• Add and subtract with the same denominator and multiples of the same number • Read and write decimal numbers up to three decimal places • Compare and order numbers with 3 decimal places
• Multiply proper fractions by whole numbers
• Recognise percent symbol and link with fraction and decimals of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25
• Convert between different units of metric measure
• Measure and calculate perimeter and areas of simple shapes
• Estimate volume and capacity
• Identify and name 2-D and 3-D shapes.
• Know, draw and compare angles
• Identify, describe and represent the position of a shape following reflection or translation
• Complete, read and interpret information in tables and graphs