

Purpose

From September 2014 the government introduced a new national curriculum for all state maintained primary schools.

This booklet provides information for parents and carers on the end of year expectations for children in our school in line with the requirements of the new national curriculum.

We have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the school year and will be the focus of direct teaching.

Any extra support you can provide in helping your child(ren) to achieve these minimum expectations is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please speak to your child's class teacher.

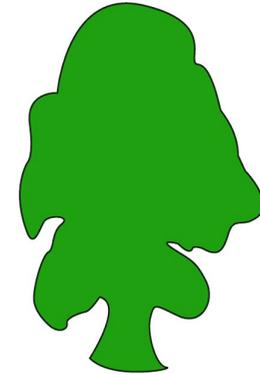
Are you ready to learn?

A Responsible Learner:

- ◆ **Arrives on time in the morning.**
- ◆ **Attends school every day.**
- ◆ **Wears the correct uniform.**
- ◆ **Completes their home learning.**
- ◆ **Reads every day.**
- ◆ **Brings their reading book and planner every day.**
- ◆ **Learns all their spellings.**
- ◆ **Arrives prepared for all lessons.**



Elmhurst School

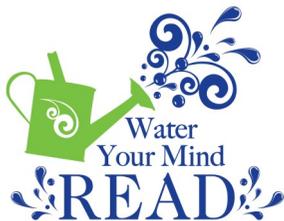


**End of Year
Expectations**

Year Five

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.



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: brackets; dashes; commas.
- 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 organise 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

- Count forwards and backwards with positive and negative numbers through zero.
- 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.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- 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.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply:- 4-digits by 1-digit/2-digit
- Divide:- Up to 4-digits by 1-digit
- Multiply & divide: whole numbers & decimals by 10, 100 and 1,000.
- 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.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.