



'We are companions on a journey'

Year 5 Yearly Expectations - guidance for parents and carers

The information within our leaflet has been put together by our teaching staff.

Research tells us that children who are supported with their education at home and read regularly do better at school than children who do not!

Please use this curriculum information document as a guide to what your child should be doing regularly to ensure they are becoming a confident learner.



*Children in **Year 5** will make great progress in reading if they:*

- Read for 20 minutes, 5 to 6 times a week independently or to an adult
- Read with intonation using the punctuation to add expression
- Have a Reading Age of above 10 years
- Read a range of texts such as non-fiction, fiction, magazines, information on screen and poetry
- Can identify and talk about new vocabulary and use these words in their own writing
- Are able to discuss in detail what they have learnt from a book and review the book for others
- Have a preferred author or set of authors that they enjoy reading
- Read regularly for pleasure
- Read for a sustained period of time in an environment that is comfortable, and with few distractions
- Are encouraged to research through reading, either from books or on screen
- Use the computer in ways which will support their learning and understanding

By the end of Year 5 children will be reading fluently and competently and have an established reading routine, and even more importantly have a love of reading!

*Children in **Year 5** will make great progress in writing if they:*

- Edit writing to improve its quality and accuracy by adding more sophisticated punctuation and use a range of conjunctions and complex sentence constructions and correcting spellings
- Use the structures of different poems to write their own work and to convey feelings, reflections or moods in a poem through the careful choice of words and phrases
- Write recounts, instructional texts, letters and arguments for a variety of audiences
- Use self, peer group and whole class editing to develop and improve writing through the use of vocabulary choice, conjunctions, a variety of different openers and punctuation.



Spelling: Your child is now expected to know a set of words by the end of a two year phase. Therefore if your child is in Year Five they have until the end of Year Six to know the key words. To help you and your child we have listed the words that the children must know by the end of Year Six.

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	



Spelling, Punctuation and Grammar - children in **Year 5** will be able to use the following within their writing:

I understand verb prefixes dis - , - de, mis- , over-, and- re-	I can indicate degrees of possibility using modal verbs e.g. might, should, ill, must	I can link ideas across paragraphs using adverbials of: Time – later Place – nearby Number – secondly Tense choices – he had seen her before	I can use commas to clarify meaning or avoid ambiguity	I understand and can use this terminology: Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	I can choose the correct writing implement for a task
I can convert adjectives into verbs using suffixes – ate , -ise, -ify	I can indicate degrees of possibility using adverbs e.g perhaps, surely				I can write legibly and fluently with increasing speed using my own personal style, with joined letters where appropriate
I can convert nouns into verbs using suffixes – ate, -ise, -ify	I can use relative clauses beginning with: who, which, where, why, whose, that or an omitted relative pronoun	I can use devices to build cohesion in a paragraph e.g. then, after that, this, firstly	I can use: Brackets Dashes Commas To indicate parenthesis		
Word	Sentence	Text	Punctuation	Terminology	Handwriting



Our Maths curriculum is built around three key areas: fluency, reasoning and problem solving. New learning is broken down into small steps and each lesson involves elements of counting, fluency, reasoning, problem solving and challenge.

The objectives below are fluency-based. If children are fluent in these areas, they can apply these skills to reasoning and problem solving.

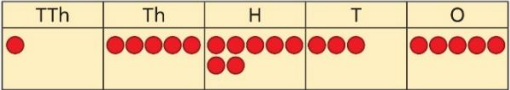
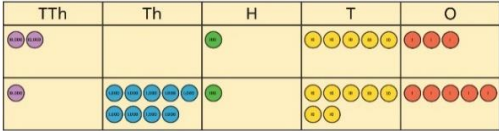
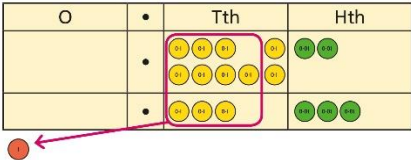
*Children in **Year 5** will make great progress in **Maths** if they can:*

- Recall **all** multiplication and division facts up to 12×12 (e.g. $6 \times 7 = 42$, $7 \times 6 = 42$, $42 \div 6 = 7$, $42 \div 7 = 6$)
- Identify multiples and factors of a given number
- Use times tables knowledge to find common factors of 2 numbers
- Recall the prime numbers up to 100
- Find square numbers (e.g. $3 \times 3 = 9$) and cube numbers (e.g. $3 \times 3 \times 3 = 27$)
- Say the value of each digit in any number up to at least 1,000,000
- Compare and order numbers up to and beyond 1,000,000
- Count forwards and backwards in powers of 10 for any given number up to 1,000,000
- Multiply and divide whole numbers and decimal numbers by 10, 100 and 1000
- Round any number to the nearest 10,000 and 100,000
- Say the value of each digit in a number with up to 3 decimal places (tenths, hundredths and thousandths)
- Round decimals with 2 decimal places to the nearest whole number
- Convert between different metric units of measure (e.g. kilometres and metres, metres and centimetres, grams and kilograms)
- Convert between units of time (12 hour and 24 hour)

By the end of Year 5 children will be fluent in applying the different methods of calculation and will be able to use times tables knowledge to multiply whole numbers, fractions and decimals.



The Four Rules of Number – Written Methods for Calculation in Year 5

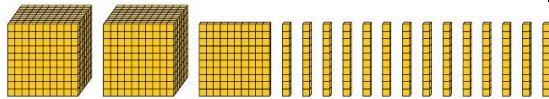
	Concrete	Pictorial	Abstract
Column addition with whole numbers and decimals	Use place value equipment to represent additions. <i>Add a row of counters onto the place value grid to show $15,735 + 4,012$.</i> 	Represent additions, using place value equipment on a place value grid alongside written methods.  <i>I need to exchange 10 tens for a 100.</i>	Use column addition, including exchanges. $\begin{array}{r} \text{TTh Th H T O} \\ 15\,735 \\ + 4\,012 \\ \hline 19\,747 \end{array}$
	Use place value equipment to represent additions. <i>Show $0.23 + 0.45$ using place value counters.</i>	Use place value equipment on a place value grid to represent additions. Represent exchange where necessary. 	Add using a column method, ensuring that children understand the link with place value. $\begin{array}{r} \text{O} \cdot \text{Tth Hth} \\ 0 \cdot 23 \\ + 0 \cdot 45 \\ \hline 0 \cdot 68 \end{array}$ Include exchange where required, alongside an understanding of place value. $\begin{array}{r} \text{O} \cdot \text{Tth Hth} \\ 0 \cdot 23 \\ + 0 \cdot 33 \\ \hline 1 \cdot 25 \end{array}$



Column subtraction with whole numbers and decimals

Use place value equipment to understand where exchanges are required.

$$2,250 - 1,070$$



Explore complements to a whole number by working in the context of length.



$$1 \text{ m} - \square \text{ m} = \square \text{ m}$$

$$1 - 0.49 = ?$$

Represent the stages of the calculation using place value equipment on a grid including exchanges where required.
 $15,735 - 2,582 = 13,153$

TTh	Th	H	T	O	
•	•••••	•••••	•••••	•••••	
		••		••••	

TTh	Th	H	T	O
1	5	7	3	5
-	2	5	8	2
				3

Now subtract the 10s. Exchange 1 hundred for 10 tens.

TTh	Th	H	T	O	
•	•••••	•••••	•••••	•••••	
		••	•••••	••••	

TTh	Th	H	T	O
1	5	6	13	5
-	2	5	8	2
			5	3

Subtract the 100s, 1,000s and 10,000s.

TTh	Th	H	T	O	
•	•••••	•••••	•••••	•••••	
		••	•••••	••••	

TTh	Th	H	T	O
1	5	5	13	5
-	2	5	8	2
			5	3

Use a place value grid to represent the stages of column subtraction, including exchanges where required.

$$5.74 - 2.25 = ?$$

O	•	Tth	Hth	
•••••	•	•••••	•••••	
	•	••	••••	

O	•	Tth	Hth
5	•	7	4
-	2	2	5

Exchange 1 tenth for 10 hundredths.

O	•	Tth	Hth	
•••••	•	•••••	•••••	
	•	••	••••	

O	•	Tth	Hth
5	•	6	14
-	2	2	5

Now subtract the 5 hundredths.

O	•	Tth	Hth	
•••••	•	•••••	•••••	
	•	••	••••	

O	•	Tth	Hth
5	•	6	9
-	2	2	5
			4

Now subtract the 2 tenths, then the 2 ones.

O	•	Tth	Hth	
•••••	•	•••••	•••••	
	•	••	••••	

O	•	Tth	Hth
3	•	4	9
-	2	2	5
			4

Use column subtraction methods with exchange where required.

TTh	Th	H	T	O
5	2	0	9	7
-	1	8	5	3

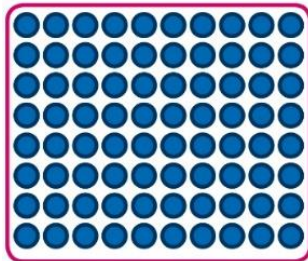
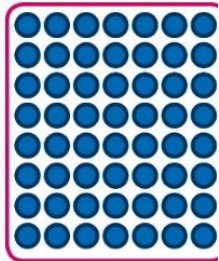
$$62,097 - 18,534 = 43,563$$

Use column subtraction, with an understanding of place value, including subtracting numbers with different numbers of decimal places.

$$3.921 - 3.75 = ?$$

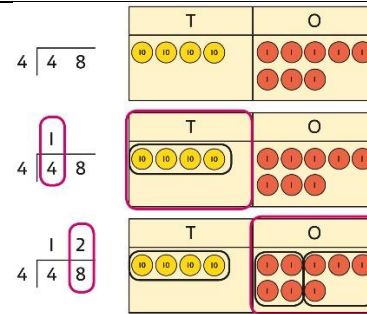
O	•	Tth	Hth	Thth
3	•	9	2	1
-	3	7	5	0



Multiplying up to 4-digit numbers by a single digit	Explore how to use partitioning to multiply efficiently. $8 \times 17 = ?$  $8 \times 10 = 80$  $8 \times 7 = 56$ $80 + 56 = 136$ So, $8 \times 17 = 136$	Represent multiplications using place value equipment and add the 1s, then 10s, then 100s, then 1,000s. <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> <tr> <td>1000</td> <td>10 10 10 10 10 10 10 10</td> <td>1 1 1</td> </tr> <tr> <td>1000</td> <td>10 10 10 10 10 10 10 10</td> <td>1 1 1</td> </tr> <tr> <td>1000</td> <td>10 10 10 10 10 10 10 10</td> <td>1 1 1</td> </tr> <tr> <td>1000</td> <td>10 10 10 10 10 10 10 10</td> <td>1 1 1</td> </tr> <tr> <td>1000</td> <td>10 10 10 10 10 10 10 10</td> <td>1 1 1</td> </tr> </table>	H	T	O	1000	10 10 10 10 10 10 10 10	1 1 1	1000	10 10 10 10 10 10 10 10	1 1 1	1000	10 10 10 10 10 10 10 10	1 1 1	1000	10 10 10 10 10 10 10 10	1 1 1	1000	10 10 10 10 10 10 10 10	1 1 1	Use an area model and then add the parts. <table style="width: 100%; text-align: center;"> <tr> <th></th> <th>100</th> <th>60</th> <th>3</th> </tr> <tr> <td>5</td> <td>$100 \times 5 = 500$</td> <td>$60 \times 5 = 300$</td> <td>$3 \times 5 = 15$</td> </tr> </table> Use a column multiplication, including any required exchanges. $\begin{array}{r} 136 \\ \times 5 \\ \hline 680 \\ 1300 \\ \hline 6800 \end{array}$		100	60	3	5	$100 \times 5 = 500$	$60 \times 5 = 300$	$3 \times 5 = 15$			
H	T	O																														
1000	10 10 10 10 10 10 10 10	1 1 1																														
1000	10 10 10 10 10 10 10 10	1 1 1																														
1000	10 10 10 10 10 10 10 10	1 1 1																														
1000	10 10 10 10 10 10 10 10	1 1 1																														
1000	10 10 10 10 10 10 10 10	1 1 1																														
	100	60	3																													
5	$100 \times 5 = 500$	$60 \times 5 = 300$	$3 \times 5 = 15$																													
Multiplying up to 4 digits by 2 digit numbers	Partition one number into 10s and 1s, then add the parts. $23 \times 15 = ?$  $10 \times 15 = 150$  $10 \times 15 = 150$  $3 \times 15 = 45$ There are 345 bottles of milk in total. <table style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th>H</th> <th>T</th> <th>O</th> </tr> <tr> <td></td> <td>1</td> <td>5</td> <td>0</td> </tr> <tr> <td></td> <td>1</td> <td>5</td> <td>0</td> </tr> <tr> <td>+</td> <td></td> <td>4</td> <td>5</td> </tr> <tr> <td></td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> $23 \times 15 = 345$		H	T	O		1	5	0		1	5	0	+		4	5		3	4	5	Use an area model and add the parts. $28 \times 15 = ?$ <table style="width: 100%; text-align: center;"> <tr> <th></th> <th>20 m</th> <th>8 m</th> </tr> <tr> <td>10 m</td> <td>$20 \times 10 = 200 \text{ m}^2$</td> <td>$8 \times 10 = 80 \text{ m}^2$</td> </tr> <tr> <td>5 m</td> <td>$20 \times 5 = 100 \text{ m}^2$</td> <td>$8 \times 5 = 40 \text{ m}^2$</td> </tr> </table> $28 \times 15 = 420$		20 m	8 m	10 m	$20 \times 10 = 200 \text{ m}^2$	$8 \times 10 = 80 \text{ m}^2$	5 m	$20 \times 5 = 100 \text{ m}^2$	$8 \times 5 = 40 \text{ m}^2$	Use column multiplication, ensuring understanding of place value at each stage. $\begin{array}{r} 34 \\ \times 27 \\ \hline 238 \\ 680 \\ \hline 6800 \end{array}$
	H	T	O																													
	1	5	0																													
	1	5	0																													
+		4	5																													
	3	4	5																													
	20 m	8 m																														
10 m	$20 \times 10 = 200 \text{ m}^2$	$8 \times 10 = 80 \text{ m}^2$																														
5 m	$20 \times 5 = 100 \text{ m}^2$	$8 \times 5 = 40 \text{ m}^2$																														



		Use the area model then add the parts. <table border="1"> <tr> <td></td><td>100</td><td>40</td><td>3</td></tr> <tr> <td>10</td><td></td><td></td><td></td></tr> <tr> <td>2</td><td></td><td></td><td></td></tr> </table> $143 \times 12 = 1,716$ There are 1,716 boxes of cereal in total. $143 \times 12 = 1,71$		100	40	3	10				2				$\begin{array}{r} 34 \\ \times 27 \\ \hline 238 \\ 680 \\ 918 \\ \hline \end{array}$ 34×7 34×20 34×27 Use column multiplication, ensuring understanding of place value at each stage. $\begin{array}{r} \text{Th H T O} \\ 143 \\ \times 12 \\ \hline 286 \\ 1430 \\ \hline 1716 \end{array}$ $\begin{array}{r} 143 \\ \times 2 \\ \hline 286 \end{array}$ 143×2 $\begin{array}{r} 143 \\ \times 10 \\ \hline 1430 \end{array}$ 143×10 $\begin{array}{r} 143 \\ \times 12 \\ \hline 286 \\ 1430 \\ \hline 1716 \end{array}$ 143×12 Progress to include examples that require multiple exchanges as understanding, confidence and fluency build.
	100	40	3												
10															
2															
Dividing up to four digits by a single digit using short division	Explore grouping using place value equipment. $268 \div 2 = ?$ <i>There is 1 group of 2 hundreds. There are 3 groups of 2 tens. There are 4 groups of 2 ones.</i> $264 \div 2 = 134$	Use place value equipment on a place value grid alongside short division. The model uses grouping. A sharing model can also be used, although the model would need adapting.	Use short division for up to 4-digit numbers divided by a single digit. $\begin{array}{r} 0556 \\ 7 \overline{) 3894} \\ \underline{3894} \\ 0 \end{array}$ $3,892 \div 7 = 556$ Use multiplication to check. $556 \times 7 = ?$ $6 \times 7 = 42$												



$$50 \times 7 = 350$$

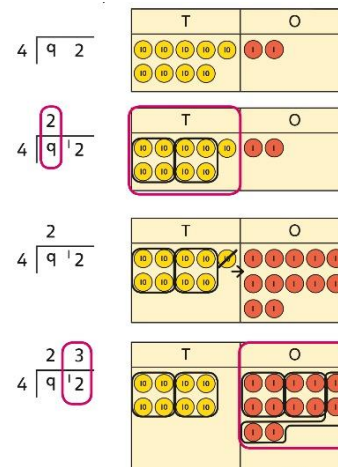
$$500 \times 7 = 3500$$

$$3,500 + 350 + 42 = 3,892$$

Lay out the problem as a short division.

There is 1 group of 4 in 4 tens.
There are 2 groups of 4 in 8 ones.

Work with divisions that require exchange.



First, lay out the problem.

How many groups of 4 go into 9 tens?

2 groups of 4 tens with 1 ten left over.

Exchange the 1 ten left over for 10 ones.

We now have 12 ones.

How many groups of 4 go into 12 ones?

3 groups of 4 ones.