

# MATHS



Every Child Matters Academy Trust  
Children at the heart



# Wombwell Park Street Primary School



# Working at the Expected Standard Year 5

Place Value	1. I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
	2. I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
	3. I can solve number problems and practical problems involving place value; including rounding, negative numbers, missing numbers etc.
Addition & Subtraction	4. I can add whole numbers with more than 4 digits, including using formal written methods ( <u>columnar addition</u> )
	5. I can subtract whole numbers with more than 4 digits using formal written methods ( <u>columnar subtraction</u> )
	6. I can add and subtract numbers mentally with increasingly large numbers
	7. I solve addition multi-step problems in contexts, deciding which operations and methods to use and why.
	8. I solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	9. I solve problems involving addition and subtraction and a combination of these, including understanding the meaning of the equals sign
Multi plication & Division	10. I can 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
	11. I can multiply and divide numbers mentally drawing upon known facts
	12. I can 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
	13. I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
	14. I can solve problems involving multiplication and division and a combination of these, including understanding the meaning of the equals sign
	15. I can solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Fractions	16. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
	17. I can solve problems involving number up to 3 decimal places
	18. I can recognise % and understand that percent relates to number of parts per hundred and write percentages as a fraction with denominator 100, and as a decimal
	19. I can solve problems which require knowing percentage and decimal equivalents of half, quarter, fifth, 2/5, 4/5 and those fractions with a denominator or a multiple of 10 or 25
Measurement	20. I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
	21. I can 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
	22. I can estimate volume [for example, using 1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
	23. I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
	24. I can solve problems involving converting between units of time
	25. I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Shape	26. I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
	27. I use the properties of rectangles to deduce related facts and find missing lengths and angles
	28. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

# READING



<b>Decoding</b>	Confident to read in <b>SAPPHIRE</b>
<b>Maintain positive attitudes to reading</b>	1. beginning to read and discuss an increasingly wide range and high level fiction, poetry, plays, non-fiction and reference books or textbooks
	2. continue to read books that are structured in different ways and reading for a range of purposes
	3. beginning to make comparisons within and across books
	4. 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
	5. reading stories with intonation and relevant expression
<b>Independent Comprehension</b>	6. checking that the book makes sense to them, discussing their understanding and begin exploring the meaning of words in context
	7. summarising the main ideas drawn from more than one paragraph, start identifying key details that support the main ideas
	8. identifying how language, structure and presentation contribute to meaning
	9. beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	10. start to retrieve, record and present information from complex non-fiction with technical vocabulary and varying structures

# WRITING



Each child must be able to meet these standards across a wide range of genre i.e. story, persuasion, recount, report etc...

<b>Planning</b>	1. beginning to identify the audience for and purpose of the writing	
	2. selecting the appropriate form depending on the genre writing and using other similar writing styles/ideas	
	3. in narratives, describing settings, characters and atmosphere and begin to include dialogue to show a characters mood/feeling/ideas	
<b>Punctuation</b>	4. marking sentences correctly with: capital letters and full stops, question marks, exclamation marks	
	5. mostly correct use of: commas after fronted adverbials*, apostrophes for possession and contraction, direct speech	
	6. begin using:	6.a. using commas to clarify meaning or avoid ambiguity in writing
		6.b. begin using hyphens to avoid ambiguity -
		6.c. begin using brackets, dashes or commas ( ) - ,
		6.d. begin using semi-colons, colons or dashes to mark boundaries
	6.e. between independent clauses ; : -	
	6.f. begin using a colon to introduce a list :	
<b>Grammar</b>	7. begin using a wide range of words and phrases within and across paragraphs using adverbials of time, place and number	
	8. attempt consistent and correct use of tense throughout a piece of writing	
	9. attempt using singular and plural correctly	
	10. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
	11. begin using the perfect form of verbs to mark relationships of time and cause	
	12. begin using expanded noun phrases (description)	
	13. start using modal verbs or adverbs to indicate degrees of possibility	
14. start using relative clauses beginning with who, which, where, when, whose, that or with		
<b>Spelling</b>	15. begin to spell further homophones (words that sound the same)	
	16. spelling of high frequency words (all year 3/4 words spelt correctly Spelling some year 5/6 words)	
	17. adding prefixes to spell some words correctly in their writing, e.g. words ending in -fer, ial, cious, tious	
	18. adding suffixes to spell some words correctly in their writing, e.g. ible, able, ance/-ancy, -ent, -ence/-ency	
<b>Handwriting</b>	19. choosing which shape of letter to use when given choices and deciding whether or not to join specific letters	