



Year 5 Standards in Writing

- Add phrases including expanded noun and adverbial phrases with precise choice of vocabulary e.g. A patterned, old mug with chips on the rim.
- Use a range of sentence openers including ‘ing’ ‘,ly’ ‘,ed’ and similes.
- Begin to adapt sentence structure to text type e.g. formal/informal.
- Use pronouns to avoid repetition.
- Use accurately: brackets, dashes, commas.
- Use commas correctly around a relative/subordinate clause.
- Use a variety of coordinating conjunctions.
- Consistently organise paragraphs with indentation.
- Use modal verbs appropriately for genre of writing.

- Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

- Assess the effectiveness of their own and others’ writing.



Year 5 Standards for Reading

- Identify the main points in an argument, explanation, report, recount, narrative.
- Summarise an argument or explanation in a number of given points, phrases or words.
- Make a set of notes on a recount, explanation, argument, report.
- Know and compare features of different forms of text (argument, explanation, report, recount).
- Know and compare features of different genres (legends, plays, mystery, horror).
- Know the features of the set texts for Y5 including: building suspense, figurative language, descriptive language, standard and non-standard language.
- Use inference and deduction within set texts and within texts of a similar level of difficulty.
- Justify a deduction or inference response to a question, with reference to a text, e.g. the relationship has changed as Mum is struggling and needs support and the son is having to step into Dad's shoes by providing support to Mum.
- Read aloud with correct intonation, using punctuation and grammar.
- Understand how writers create effect by:

Repetition of words

Varying sentence length

Using subordinate clauses

Word order

- Gather a range of evidence from different sources to answer a specific question.
- Skim-read a text for the main idea(s).
- Scan a text for specific information.
- Know how to re-read, read on, read back and use cloze procedure to check or gain understanding.



- Generate questions about a text.
- Enjoy and discuss a range of books by different authors using, for example, guided reading texts and tell a Tale.



Year 5 Standards for Maths

- Recognise the value of a digit in any number up to 6 digits.
- Recognise the place value of any decimal fraction to two decimal places.
- Round any number up to 100,000 to the nearest 10, 100, 1000 or 10,000.
- Round decimals with up to 3 decimal places to the nearest whole number.
- Count forwards and backwards in 10s, 100s, 1,000s, 10,000s, 100,000s, tenths and hundredths.
- Compare and order numbers up to and beyond 100,000, including numbers with 3 decimal places.
- Read and write numbers up to 100,000.
- Add two 6-digit numbers using column addition, with carrying, including changing, e.g. $136,522 + 249,100$ to

$$\begin{array}{r} 136522 \\ + 249100 \\ \hline \end{array}$$

- Add numbers up to three decimal places using column addition with carry figure.
- Subtract numbers up to 6 digits with exchange and using zero as a place holder.
- Subtract numbers up to three decimal places with exchange.
- Solve multi-step word problems, involving numbers up to 6 digits, using the four operations.
- Solve algebraic problems using the four operations, e.g.

$$\begin{array}{r} 612 \square 7 \\ + 25 \square 9 \square \\ \hline 8 \square 545 \end{array}$$

- Have quick recall of all multiplication table facts and the inverse operation, e.g. answer 10 random questions within 1 minute with remainders represented as a fraction.



- Multiply a 4-digit number by a 1 or 2-digit number, e.g. 2 2 7 6

$$\begin{array}{r} 2\ 2\ 7\ 6 \\ \times\ 2\ 8 \\ \hline \end{array}$$

- Divide a 4-digit number by 1-digit number using the 'bus stop' method, including calculations involving remainders and representing the remainder as a fraction.
- Find 10, 100, 1,000, 10,000, and 100,000 more than or less than any given number, including crossing boundaries.
- Know common percentages, e.g. 10%, 20%, 25%, 50%, 75% etc.
- Find 10%, 20%, 25%, 50% and 75% of any given numbers.

(Year 5 continued)

- Find equivalent fractions using factors.
- Recognise mixed numbers and fractions and convert from one to another.
- Find common denominators of two fractions, e.g. convert $\frac{1}{3}$ and $\frac{1}{4}$ to $\frac{1}{12}$
- Multiply proper fractions and mixed numbers by whole numbers, with a good degree of accuracy.
- Solve time problems using timetables, e.g. converting from hours to minutes.



Year 5 Standards for Art

EXPLORING AND DEVELOPING IDEAS

- Research and use a variety of source material for their work.
- Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials.

EVALUATING AND DEVELOPING WORK

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Identify artists who have worked in a similar way to their own work.

DRAWING

- Begin to use simple perspective in their work using a single focal point and horizon.
 - Start to develop their own style using tonal contrast and mixed media.
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PAINTING

- Demonstrate a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours.
- Paint solid forms and add highlights and shadows.

COLLAGE

- Use collage to create colour, depth, movement.
- Build up a low relief collage (an image with a raised surface) by overlaying, adding, overlapping and padding.

PRINTING

- Investigate additive (sticking onto block), subtractive (carving out a block) and transferral methods (straight forward printing) of printing.
- Refine technical vocabulary associated with printing e.g. monochrome, multi-coloured print, figurative, relief print, collograph, repetition.



Year 5 Standards for Computing

INFORMATION TECHNOLOGY

- Use search technologies effectively and understand how results are selected.
- Design questions and perform complex searches using key words, to search a large pre-prepared database looking for relationships and patterns, e.g. data on the Internet; census data.
- Independently select the most appropriate ICT tools for the intended purpose and audience.
- Create their own sounds and compositions to add to presentations, animations and films.

DIGITAL LITERACY

- Recognise acceptable/unacceptable behaviour and identify a range of ways to report a concerns about content and contact
- Know what a 'strong' password is and understand the importance of keeping personal data secure.
- Know how to report any suspicions, e.g., through the academy's eSafety policy and procedures and the use of CEOP's 'report abuse' button, which links directly to the police.

COMPUTER SCIENCE

- Design, write and debug programs that accomplish specific goals.
- Use sequence, selection, and repetition in programs.
- Work with variables and various forms of input and output.
- Use programming software to create simulations.
- Understand the need for precision when creating sequences to ensure reliability.
- Use logical reasoning to explain simple algorithms and programs.



Year 5 Standards for DT

DESIGN

- Produce a range of ideas after they have collected information.
- Take a user's view into account when designing.
- Produce a detailed plan (step by step).
- Suggest alternative plans and reflect on these.

MAKE

- Explain how their finished product is going to be of good quality.
- Explain why their product will appeal to the audience.
- Use a range of tools and equipment expertly.

EVALUATE

- Check that their design is the best it can be.
 - Make suggestions about how it could be improved.
 - Evaluate its appearance and function against the original criteria.
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MATERIALS

- Select from and use a wider range of materials according to their functional and aesthetic qualities.
- Show motivation to refine and improve their product.
- Persevere through different stages of the making process.

CONSTRUCTION

- Suggest ideas to make their product stronger.
- Devise an accurate template.
- Explain how to join things in different ways.
- Think about what they can do to present their product in an interesting way.
- Measure accurately.
- Show how they have attempted to make their product stronger.

MECHANISMS

- Use hydraulics and pneumatics.
- Incorporate a switch into their product.
- Refine their product after testing it.



Year 5 Standards for Geography

MAPPING

- Use six figure coordinates.
- Use latitude/longitude in a globe or atlas.
- Create sketch maps using symbols and a key.
- Use models and maps to discuss land shape i.e. contours and slopes.

FIELDWORK

- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

ENQUIRY AND INVESTIGATION

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?

COMMUNICATION

- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Communicate geographical information in a variety of ways.

ICT

- Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.
- Investigate electronic links with schools/children in other places e.g. email/video communication.

LOCATIONAL KNOWLEDGE

- Locate the world's countries, using maps to focus on Europe (including the location of Russia).
- Name and locate counties and cities of the United Kingdom.



Year 5 Standards for History

CHRONOLOGY

- Show their knowledge of chronologically is secure by sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).
- Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

EVENTS, PEOPLE AND CHANGES

- Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.
- Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
- Establishing a narrative showing connections and trends within and across periods of study.

COMMUNICATION

- Produce structured work that makes connections, draws contrasts, analyses trends and describes relevant historical information using appropriate dates and terms.

ENQUIRY, INTERPRETATION AND USING SOURCES

- Understand the methods of historical enquiry, how arguments and interpretations have been constructed and how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.



Year 5 Standards for MFL

ORACY

- Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- Understand and express simple opinions
- Listen attentively and understand more complex phrases and sentences
- Prepare a short presentation on a familiar topic

LITERACY

- Re-read frequently a variety of short texts
- Make simple sentences and short texts
- Write words, phrases and short sentences, using a reference

INTERCULTURAL UNDERSTANDING

- Look at further aspects of their everyday lives from the perspective of someone from another country
- Recognise similarities and differences between places
- Compare symbols, objects or products which represent their own culture with those of another country



Year 5 Standards for Music

PERFORMING

- Sing songs, rounds, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Perform their own and others' compositions.
- Sing with increasing control of breathing, posture and sound projection.

LISTENING

- Suggest improvements to their own and others' work, analysing and comparing sounds.
- Describe and compare different kinds of music using key musical vocabulary.
- Listen to a range of live and recorded music in detail to internalise and recall sounds with increasing aural memory.
- Identify the relationship between sounds and how music reflects different intentions.
- Identify groupings of instruments - e.g. strings, woodwind, orchestra, and rock band.

CREATING

- Explore, choose, combine and organise musical ideas with musical structures.
- Develop an understanding of the history of music to influence their own music.
- Use ICT to change and manipulate sounds.



Year 5 Standards for PE

GAMES

- Able to throw and catch accurately and consistently
- Able to sometimes strike a moving ball (cricket, tennis, rounders)
- Able to work as part of a team
- Passes in different ways
- Chooses a tactic for defending or attacking

GYMNASTICS

- Makes and performs a sequence involving different directions
- Combines different balances and shapes
- Able to peer assess and suggest improvements

DANCE

- Able to compose dances in a creative way
- Movements show control and rhythmic timing
- Able to peer assess and suggest improvements



Year 5 Standards for PSHCE

CELEBRATING DIFFERENCE

- Explain the differences between direct and indirect types of bullying.
- Encourage children who use bullying behaviours to make other choices.
- Know how to support children who are being bullied.

DREAMS AND GOALS

- Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.
- Describe the dreams and goals of a young person in a culture different from mine.

HEALTHY ME

- Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
- Recognise pressures relating to body image.
- Respect and value their body.

RELATIONSHIPS

- Explain how to stay safe when using technology to communicate with my friends.
- Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.

MAKING CHOICES

- Recognise peer influence.
- Develop strategies for resisting negative peer influence.
- Identify ways of helping and supporting friends under pressure.



Year 5 Standards for RE

LEARNING ABOUT RELIGION AND BELIEF

- Recognise, describe and discuss some key aspects of religions and beliefs.
- Suggest meanings for a range of forms of religious expression (worship, clothing, symbols etc.)
- Recognise the impact of religion and belief in the local community.

LEARNING FROM RELIGION AND BELIEF

- Ask questions and suggest answers to ideas about values and commitments.
- Reflect on ideas of right and wrong and their own and others' responses to them.



Year 5 Standards for Science

INVESTIGATION

- Plan different types of scientific investigations.
- Make predictions based on scientific knowledge.
- Carry out a range of scientific investigations.

OBSERVATION

- Begin to recognise and control variables where appropriate during investigations.
- Identify trends and patterns and offer explanations for these.

APPLICATION

- Carry out a fair test explaining why it is fair.
- Take measurements using a range of scientific equipment with increasing accuracy and precision.
- Understand why observations and measurements need to be repeated.
- Select information from provided sources.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and graphs.
- Produce written explanations of results, causal explanations and conclusions.
- Use results to make predictions for further tests.