

## **MATHS YEAR 5**

### **Number: Fractions**

Compare and order fractions whose denominators are multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions .

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### **Number- Decimals and Measurement**

Read, write, order and compare numbers with up to three decimal places.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place .

Solve problems involving number up to three decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

### **Number-Percentages**

Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

Solve problems which require knowing percentage and decimal equivalents of , , , and those fractions with a denominator of a multiple of 10 or 25

## **ENGLISH YEAR 5/6**

### **Spoken Language**

Children will be encouraged to:

- Listen and respond appropriately to adults and their peers;
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

### **Reading**

- **Word reading**- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Year 5/6 list, both to read aloud and to understand the meaning of new words that they meet.
- **Reading skills**- focus on inference and deduction this term, through guided and independent reading.
- **Comprehension**- Retrieve, record and present information from non-fiction texts. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.

### **Writing**

- **Transcription** (spelling, handwriting and presentation). Children will be expected to use a joined handwriting script and take responsibility for the organisation and presentation of their own work. They should begin to choose different styles eg italics, bold, capitalisation to suit the purpose.
- **Composition** Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using a wide range of devices to build cohesion within and across paragraphs .
- **Vocabulary**- Children will use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries and thesaurus to edit and improve their work
- **Punctuation**-Use a range of punctuation in different genres and in independent writing. Indicate parenthesis using brackets, dashes or commas. Use semi-colons, colons or dashes to mark boundaries between independent clauses.