

MATHS YEAR 5

Number: place value

Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Number- Addition & Subtraction

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why.

Number-Multiplication, Division and Fractions

Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000.

Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. 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. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

Measures

Read write and convert a range of metric and imperial measures. Know equivalences and be able to use fractional notation to express parts of units. Read the time on analogue and digital clocks and use timetables to work out duration.

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 scanning, skimming and summarising this term through guided and independent reading.
- **Comprehension**- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. 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. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

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.
- **Composition** Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- **Vocabulary**- Children will use further prefixes and suffixes and understand the guidance for adding them. Use knowledge of morphology (form) and etymology (origins) in spelling and understand that the spelling of some words needs to be learnt specifically.
- **Grammar**- Use passive verbs to affect the presentation of information in a sentences and the perfect form of verbs to mark relationships of time and cause. We will look at how modal verbs or adverbs indicate degrees of possibility (could/would/should). Children will use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use these to show shifts in formality between and within pieces of work.
- **Punctuation**-Use commas and hyphens to clarify meaning or avoid ambiguity in writing. Indicate parenthesis using brackets, dashes or commas. Use semi-colons, colons or dashes to mark boundaries between independent clauses.

