# Maths

Number – number and place value
I can:

- read, write, order and compare numbers to at least 1 000 000 and know the value of each digit;
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000;
- interpret negative numbers, count forwards and backwards with positive and negative whole numbers, including through zero.

Number – addition and subtraction
I can:

- use column addition and subtraction with whole numbers with more than 4 digits;
- add and subtract numbers mentally with increasingly large numbers.
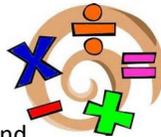
Number – multiplication and division
I can:

- identify multiples and factors, and can find all factor pairs of a number, and common factors of two numbers;
- 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;
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders;
- solve problems involving addition, subtraction, multiplication and division and a combination of these, using the equals sign correctly.

Statistics
I can:

- complete, read and interpret information in tables, including timetables.

Number – fractions, decimals and percentages
I can:

- compare and order fractions whose denominators are all multiples of the same number
- read and write decimal numbers as fractions [for example, 0.71 = 71/100];
- read, write, order and compare numbers with up to three decimal places;
- solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Measurement
I can:

- convert between different units of metric measure;
- measure and calculate the perimeter of shapes which can be split into rectangles in centimetres and metres;
- use standard units when calculating the area of rectangles (including squares), and estimating the area of irregular shapes;
- use all four operations to solve problems involving measure using decimal notation, including scaling.

Geometry
I can:

- estimate and compare acute, obtuse and reflex angles;
- draw given angles, and measure them in degrees (o);
- explain the difference between regular and irregular polygons by reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, and know that the shape has not changed.
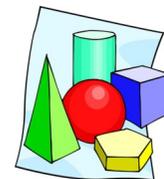
End Of Year Expectations

STRONG ROOTS FOR FLOURISHING FUTURES

ELLINGHAM PRIMARY SCHOOL

Year 5

Reading

- I can apply my growing knowledge of root words, prefixes and suffixes from my list (-cial, -tial, -ible, -able, -ably, -ibly);
- I can infer characters' feelings, thoughts and motives from their actions using evidence from the text;
- I can summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas;
- I can find, record and present information from non-fiction. I can provide reasoned arguments for my views;
- I can participate in discussions about texts that I have read, expressing my views and opinions and discussing the views and opinions of others.
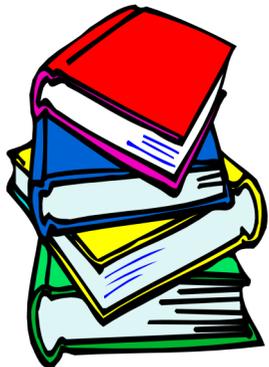
Writing

Writing – Composition

- I can use different forms of writing for different purposes;
- I can describe settings, characters and atmosphere and include dialogue to convey character;
- I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining);
- I can propose changes to vocabulary, grammar and punctuation to make my writing more effective;
- I can consistently use the correct tense throughout a piece of writing (e.g. use past tense in narrative, present tense in non-chronological report);
- I can proof-read for spelling and punctuation errors.

Spelling

- I can use "-ate", "-ise" and "-ify" to convert nouns and adjectives (e.g. hyphen into hyphenate; terrific into terrify; random into randomise).

Writing—Vocabulary, Grammar and Punctuation

- I can use commas to clarify meaning or avoid ambiguity;
- I can show degrees of possibility using adverbs (e.g. 'perhaps', 'surely') and modals (e.g. 'might', 'should', 'could', 'will', 'must');
- I can use relative clauses beginning with who, which, where, why, whose or that;
- I can use devices to build cohesion with a paragraph (for example, then, after that, this, firstly);
- I can link paragraphs by using adverbials of time, place, number or tense (for example later, nearby, secondly, he had seen her before);
- I can use brackets, dashes or commas to indicate parenthesis.

Handwriting

- My can use a cursive style of writing more fluently and my letters are regular and even in size.