

# Maths

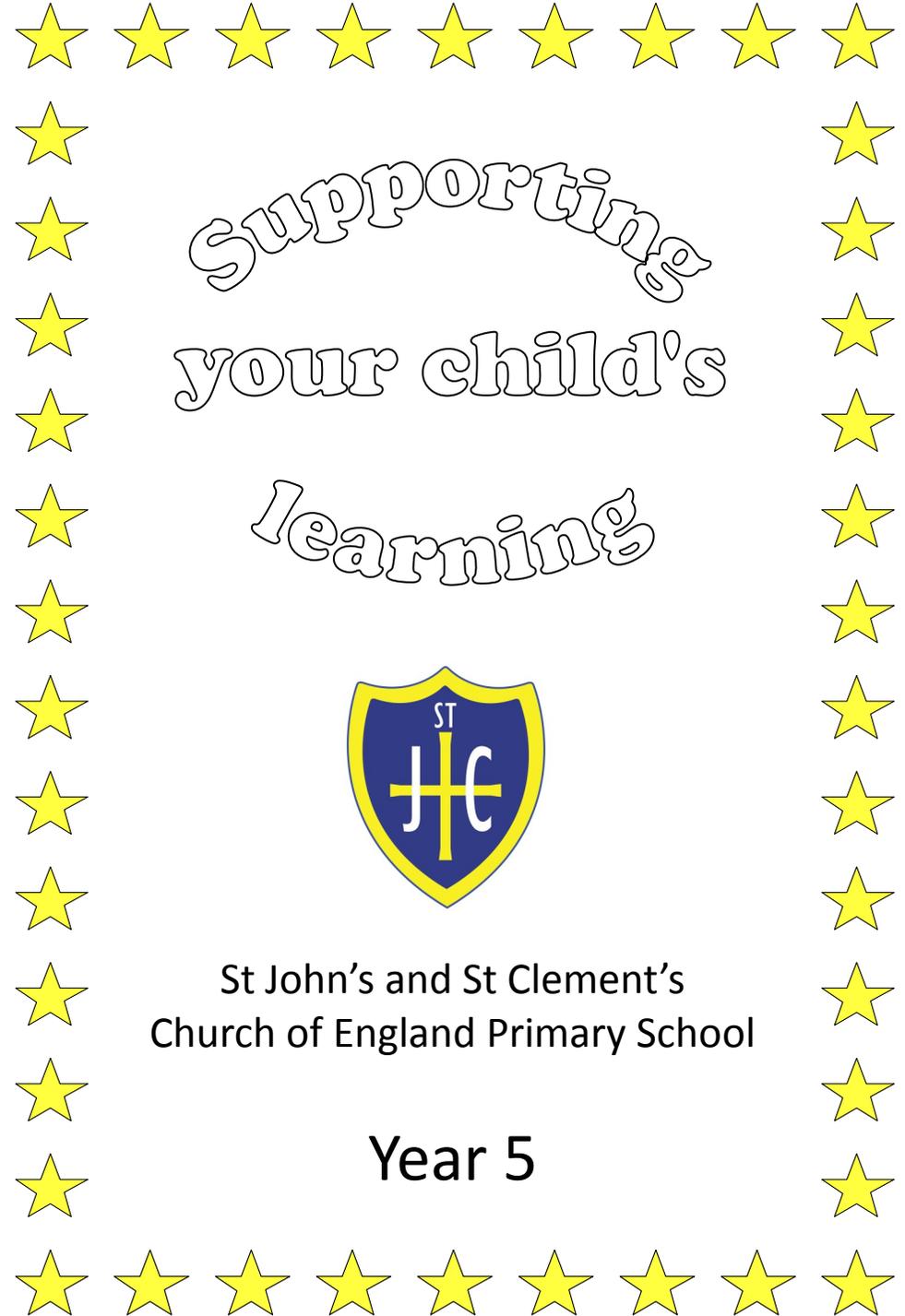
By the end of the year, Year 5 children should be able to;

- Read and write numbers to 1,000,000, determine the value of each digit
- Given a number, say/identify the number that is ten, one hundred, one thousand, ten thousand or one hundred thousand more or less within 1,000,000
- Order and compare numbers within 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 or 100,000
- Count forwards and backwards with positive and negative whole numbers, including through zero, with confidence and interpret negative numbers in context e.g. temperature
- Add numbers mentally, including the use of jottings, with increasingly large numbers and using a range of strategies
- Subtract numbers mentally, including the use of jottings, with increasingly large numbers and using a range of strategies
- Find all factor pairs of a number and begin to find common factors of two numbers
- Multiply and divide whole numbers and those involving decimals (with up to three decimal places) by ten, one hundred and one thousand
- Find unit and non-unit fractions of whole number quantities e.g.  $\frac{1}{6}$  of 420;  $\frac{5}{6}$  of 30; relate to multiplication and division
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents e.g.  $\frac{125}{1000} = 0.125$
- Calculate percentage of quantities using percentage, decimal and fraction equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{10}$  and other fractions with a denominator of a multiple of 10 e.g. 50% of £240 = £120, 10% of £240 = £24, 20% of £240 = £48
- Understand and begin to use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints



If your child is a **confident able mathematician**, they should be focusing on;

- Solving problems which require knowing percentage, fraction and decimal equivalents, such as 10%, 50%, 25%, 20%
- Solving number and practical problems that involve all of the above!



Dear Parents and Carers,

We hope you will find this leaflet helpful. It aims to provide some guidelines for what your child should be achieving by the end of the academic year.

Should you have any specific questions or comments, please do not hesitate to speak to your child's class teacher.

# Reading

**Encourage your child** to read a wide range of text from story books to comics, magazines to recipe books, newspaper and leaflets.

Listening to books on CD, while following the book, is a way to encourage them to try more challenging texts.

**By the end of the year**, Year 5 children should be able to;

- Read at length for long periods of time and recite poems as part of a group.
- Actively demonstrate a positive attitude to reading by frequently reading for pleasure both fiction and non fiction
- Make predictions based on implied details
- Ask complex (multi-layered) questions to enhance understanding of the text.
- Check that the book makes sense to them by drawing on knowledge of similar books and plots.
- Identify phrases within text that are used to compare, such as similes or simple analogies.
- Identify themes in a text through discussion



If your child is a **confident and able reader**, they should

- Be reading a range of books at length with complete fluency and show they are able to use intonation to showcase an author's intention within the text.
- Pick up meaning of unusual words through reading the whole sentence.
- Offer predictions on what might happen in books based

on what has been read and their understanding of stories of the same genre

# Writing

**Encourage your child** to complete a range of writing at home, from stories and poems to instructions, shopping lists, descriptions and information writing. Allow them to use a wide range of pens, pencils and paper to develop their creativity in writing.

**By the end of the year**, Year 5 children should be able to;

- Write for a range of purposes and audiences
- Make deliberate vocabulary choices and decisions about sentence lengths, types and structures and these add to the overall effectiveness of their writing.
- Evaluate their own writing and edit correctly, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning; within own and others' writing.
- Use dialogue independently to begin to provide more information about characters.
- Vary tense to support whole text cohesion and coherence, with increasing accuracy.
- Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify e.g. *solidify*.
- Modify and specify noun phrases, for example by using adverbs to clarify meaning, e.g. the *extremely tall* teacher.
- Organise their paragraphs to develop and expand some ideas, descriptions, themes or events.
- Use a range of punctuation with accuracy, including brackets, dashes or commas.



If your child is a **confident and able writer**, they should

- Write avidly, willingly and for pleasure and demonstrating writing preferences.
- Have a clear writer's voice and demonstrate a strong command of vocabulary and uses a range of appropriate and controlled language, selected for specific effect
  - Evaluate and reflect upon their own writing and makes deliberate changes that improve the effect upon the chosen audience.