

National Standards Expected at the End of Year 5

ENGLISH – When speaking children can give well-structured explanations. They have a command of Standard English and they consider and evaluate different viewpoints. In reading, children read a broad range of texts and can identify and discuss different themes. They discuss the authors' use of language and can learn poetry by heart. They are able to participate in presentations and formal debates. In writing, children have secure spelling inc. homophones, prefixes, 'silent' letters etc. Handwriting is legible and fluent. They use a thesaurus and plan their writing to suit an audience and purpose. They can develop character, setting and atmosphere in their story writing. They use tense consistently, expanded noun phrases, modal and passive verbs and commas for clauses.

MATHEMATICS – Children can secure place value to a million, confidently adding and subtracting mentally, and using standard written methods for all four operations. They can identify and work with primes, factors, multiples, square and cube numbers. They can convert between different units of measure, estimating volume and capacity, and calculate perimeters of composite shapes, and areas of rectangles. They can identify 3D shapes, measure and identify angles and regular polygons, and reflect and translate shapes. They can interpret tables and line graphs, and solve questions about line graphs. They can compare, order and add and subtract fractions with common denominators (including mixed numbers). They can multiply fractions by units, write decimals as fractions, and order and round decimal numbers. They can link percentages to fractions and decimals.

SCIENCE – Children can recognise and control variables and measure with increasing accuracy. Children can explain the life cycles of plants and animals particularly mammals, insects, birds and amphibians. They can describe changes as humans develop and mature giving examples from their own age range. They can classify materials according to a variety of properties and understand mixtures and solutions and how they are used in the wider world. They will know about reversible changes and be able to give some simple examples and identify irreversible changes. Children understand the location and interaction of the Sun, Earth and Moon and will be introduced to the concept of gravity and how it affects daily life. They have improved their understanding of resistance (water and air) and mechanical forces such as levers and pulleys.

COMPUTING - Children are able to use technology safely, respectfully and responsibly; are beginning to design, write, evaluate and debug programs that accomplish specific goals, and have a basic understanding of computer networks including the Internet.

DESIGN & TECHNOLOGY - Children are researching products to inform their designs and becoming more competent at generating annotated diagrams and patterns. They are able to select from a wider range of equipment and materials, evaluating their work and applying their technical knowledge to suggest improvements. Children are able to prepare healthy foods using a range of techniques.

RELIGIOUS EDUCATION – The children can compare and contrast Sikhism with Christianity. They can explain how they and others can express their beliefs, identities and experiences through the arts. They use questioning to develop their ideas of right and wrong, comparing these with the views of others.

GEOGRAPHY – Using a variety of maps and digital media, children have understood the geographical similarities and differences between Greece and the UK. They have described and understood key aspects about mountain environments.

HISTORY – Children continue to develop a chronological knowledge through questions about the achievements of the earliest civilizations including Mayan and Ancient Greece, and their influence on the western world. They can explain changes, causes, similarities and differences between the lives of the Britons in the 14th Century and compared them to now. They can answer these questions using a variety of sources independently.

MUSIC – Children are able to compose, perform and appraise using both voice and a range of musical instruments, for a range of purposes, using the interrelated dimensions of music. They have an understanding of a wide range of music from different traditions and styles.

PE & GAMES – New skills continue to be acquired and the consistency of familiar techniques are further explored and expanded through both competitive and co-operative situations. Children can apply the basic principles of attacking and defending in competitive games. The knowledge and understanding of how to evaluate, refine and develop their performances should now be sound and readily applied.

ART – Children are developing their techniques with increasing control. They use their sketchbooks to record their observations and use them to review and revisit ideas. They are able to use a variety of materials to follow through a theme such as drawing the landscape and then making it out of clay. They are aware of a variety of artists, architects and designers and are beginning to reflect the impact this has on society as well as their own work.

FRENCH – Children can listen and engage in conversations, expressing opinions, and present ideas orally. They can read and write simple sentences, showing some awareness of gender agreement. They can describe people, places and things.

PSHE – Children can set themselves challenging goals and reflect on their achievements. They are able to research, discuss and debate topical issues in world news and have an understanding of the process of local democracy. They understand the scientific process of human reproduction. The children can explain which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health.