

YEAR 5 OBJECTIVES

ENGLISH

6.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

6.2.a.1 Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

6.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

6.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books

6.2.b.1 Maintain positive attitudes to reading and understanding of what they read by: increasing 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

6.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing

6.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart

6.2.c.2 Maintain positive attitudes to reading and understanding of what they read by: 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

6.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

6.2.e.2 Understand what they read by: asking questions to improve their understanding

6.2.e.3 Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

6.2.f.1 Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

6.2.g.1 Understand what they read by: predicting what might happen from details stated and implied

6.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

6.2.h.2 Understand what they read by: identifying how language, structure and presentation contribute to meaning

6.2.i.1 Distinguish between statements of fact and opinion

6.2.i.2 Retrieve, record and present information from non-fiction

6.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices

6.2.j.2 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

6.2.j.3 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

6.2.j.4 Provide reasoned justifications for their views

6.1.a.1 Spell some words with 'silent' letters: e.g. knight, psalm, solemn

6.1.a.2 Continue to distinguish between homophones and other words which are often confused

6.1.a.3 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

6.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them

6.1.b.2 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

6.1.d.1 Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

6.1.d.2 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task

6.2.a.1 Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

6.2.a.2 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

6.2.b.1 Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary

6.2.b.2 Draft and write by: using a wide range of devices to build cohesion within and across paragraphs

6.2.b.3 Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

6.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

6.2.b.5 Draft and write by: précisising longer passages

6.2.b.6 Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

6.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing

6.2.c.2 Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning

6.2.c.3 Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing

6.2.c.4 Proof-read for spelling and punctuation errors

6.2.c.5 Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

6.2.d.1 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

6.3.a.1 Use a thesaurus

6.3.a.2 Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely

6.3.a.3 Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify

6.3.a.4 Verb prefixes: e.g. dis-, de-, mis-, over-, re-

6.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

6.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility

6.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause

6.3.b.4 Using passive verbs to affect the presentation of information in a sentence

6.3.b.5 Devices to build cohesion, including adverbials of time, place and number

6.3.c.1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity

MATHS

6.1.a.1 Calculate intervals across zero

6.1.a.2 Consolidate counting forwards or backwards in steps of powers of 10 for any given number to 1 000 000

6.1.a.3 Consolidate counting in multiples of 2, through to 10, 25 and 50

6.1.b.1 Read and write numbers to 10 000 000 and determine the value of digits

6.1.b.2 Consolidate reading Roman numerals to 1000 (M) and recognising years written in Roman numerals

6.1.b.3 Use negative numbers in context

6.1.c.1 Order and compare numbers up to 10 000 000

6.1.d.1 Solve number problems and practical problems with number and place value from the Year 6 curriculum

6.1.e.1 Round whole numbers to 10 000 000 to a required degree of accuracy

6.2.a.1 Use knowledge of the order of operations (^)

6.2.a.2 Consolidate their understanding of the equals sign as representing equivalence between two expressions

6.2.a.3 Consolidate understanding of the structure of numbers

6.2.a.4 Consolidate knowledge of types of number

6.2.b.1 Perform mental calculations, including with mixed operations and large numbers

6.2.b.2 Consolidate knowledge of addition facts and the related subtraction facts, deriving further related facts as required

6.2.b.3 Identify common factors, common multiples and prime numbers greater than 100

6.2.b.4 Consolidate multiplying and dividing whole numbers and decimals by 10, 100 and 1000

6.2.c.1 Solve multi- step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why

6.2.c.2 Consolidate solving problems using more than one of the four operations

6.2.c.3 Solve multi-step calculation problems involving combinations of all four operations

6.2.c.4 Consolidate solving calculation problems involving scaling by simple fractions and simple rates

6.2.d.1 Consolidate knowledge of multiples and factors, including all factor pairs of a number, and common factors of two numbers

6.2.d.2 Consolidate recall of square numbers and cube numbers and the notation for them

6.2.d.3 Consolidate recall of prime numbers up to 19

6.2.e.1 Consolidate adding and subtracting whole numbers with more than 4 digits, including using formal written columnar addition and subtraction

6.2.e.2 Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

6.2.e.3 Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding

6.2.f.1 Check answers to calculations with mixed operations and large numbers, choosing the most appropriate method, including estimation, and determining, in the context of a problem, an appropriate degree of accuracy

6.2.f.2 Check answers to calculations with all four operations involving any numbers by rounding

6.3.a.1 Associate a fraction with division

6.3.a.2 Consolidate understanding of equivalent fractions by extending to improper fractions

6.3.a.3 Identify the value of each digit in numbers given to three decimal places

6.3.a.4 Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

6.3.a.5 Consolidate recognition of the per cent symbol and understanding that per cent relates to 'number of parts per hundred'

6.3.b.1 Use common factors to simplify fractions

6.3.b.2 Use common multiples to express fractions in the same denomination

6.3.b.3 Consolidate understanding of the relation between tenths, hundredths and thousandths and decimal notation

6.3.b.4 Calculate decimal fraction equivalents for a simple fraction

6.3.b.5 Consolidate understanding of the connection between fractions, decimals and percentages

6.3.b.6 Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

6.3.c.1 Compare and order fractions, including fractions > 1

6.3.c.2 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

6.3.c.3 Multiply simple pairs of proper fractions

6.3.c.4 Divide proper fractions by whole numbers

6.3.c.5 Round decimals to three decimal places or other approximations depending on the context

6.3.c.6 Use written division methods in cases where the answer has up to two decimal places

6.3.c.7 Multiply one-digit numbers with up to two decimal places by whole numbers

6.3.d.1 Multiply a quantity that represents a unit fraction to find the whole quantity

6.3.d.2 Solve problems which require decimal answers to be rounded to specified degrees of accuracy

6.3.d.3 Solve problems with FDP from the Year 6 curriculum

6.1.1 Continue to develop understanding of how analogue and digital clocks tell the time

6.1.2 Consolidate understanding of converting between units of time

6.1.3 Consolidate fluency in using money expressed in £ and p

6.1.4 Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa

6.1.5 Convert between miles and kilometres and use a conversion graph

6.1.6 Recognise that shapes with the same areas can have different perimeters and vice versa

6.2.1 Consolidate fluency in working with time

6.2.2 Consolidate fluency in recording the time

6.2.3 Continue to measure and compare using different standard units of measure

6.2.4 Consolidate skills in identifying and measuring perimeter

6.2.5 Estimate volume of cubes and cuboids

6.3.1 Consolidate skills in solving problems converting between units of time
6.3.2 Add and subtract positive and negative measurements such as temperature
6.3.3 Continue to solve problems involving money using the four operations
6.3.4 Solve measurement problems with decimal notation up to three decimal places and approximate equivalences between metric and imperial measurements
6.3.5 Consolidate skills in calculating perimeter
6.3.6 Calculate the area of parallelograms and triangles
6.3.7 Recognise when it is possible to use formulae for area and volume of shapes
6.3.8 Calculate and compare volume of cubes and cuboids using standard units
6.1.1 Draw 2-D shapes accurately using given dimensions and angles
6.1.2 Use conventional markings and labels for lines and angles

6.1.3 Build simple 3-D shapes, including making nets
6.2.1 Compare and classify geometric shapes based on increasingly complex geometric properties and sizes
6.2.2 Illustrate and names parts of circles, including radius, diameter and circumference and know that the diameter of a circle is twice the radius
6.2.3 Recognise 3-D shapes from their nets
6.3.1 Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
6.3.2 Check solutions to missing angle problems by estimating
6.3.3 Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons
6.4.1 Use positions on the full coordinate grid (all four quadrants)
6.4.2 Draw and label rectangles (including squares), parallelograms and rhombuses specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes
6.5.1 Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

6.1.1 Interpret data in pie charts

6.1.2 Consolidate skills in interpreting more complex tables, including timetables

6.2.1 Present data using pie charts and line graphs

6.2.2 Consolidate skills in completing tables, including timetables

6.3.1 Solve problems using pie charts and line graphs

6.3.2 Calculate and interpret the mean as an average

6.1.1 Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

6.1.2 Solve problems involving the calculation of percentages and the use of percentages for comparison

6.1.3 Solve problems involving similar shapes where the scale factor is known or can be found

6.1.4 Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

6.1.1 Express missing number problems algebraically

6.1.2 Use simple formulae

6.2.1 Find pairs of numbers that satisfy an equation with two unknowns

6.2.2 Enumerate possibilities of combinations of two variables

6.3.1 Generate and describe linear number sequences