

**St. Margaret's Anfield Church of England  
Primary School.**

**By Faith and Work.**



**Year 5**

**End of Year  
Expectations**

This booklet is designed to help you support your child to meet the end of year expectations for their year group. It contains the expectations towards which your child will be working during this year. To help your child achieve, you should talk to them about their work in school and we hope this booklet will provide a starting point. We believe that you will find it useful in supporting your child at home.

### Expectations in Maths.

<b>Counting &amp; ordering</b>	Count forwards & backward with positive & negative numbers through zero. Count forwards/backwards in steps of powers of 10 for any given number up to 1000000. Compare & order numbers with 3 decimal places. Read Roman numerals to 1000.
<b>Tables &amp; multiples</b>	Identify all multiples & factors, including finding all factor pairs. Use known tables to derive other number facts.
<b>Bonds &amp; Facts</b>	Recall prime numbers up to 19.
<b>Place Value &amp; Rounding</b>	Recognise Place value of any number up to 1000000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000. Round decimals with 2 decimal places to nearest whole number & 1 decimal place
<b>Calculations</b> +/-	Add & subtract Numbers with more than 4-digits using efficient written method (column) and numbers with up to 2 decimal places
<b>Calculations</b> x/÷	Multiply and divide 4-digits by 1-digit Multiply & divide whole numbers & decimals by 10, 100 & 1000
<b>Fractions &amp; percentages</b>	Count up/down in thousandths. Recognise mixed numbers & fractions & convert from one to another. Multiply proper fractions by whole numbers.
<b>Time</b>	Solve time problems using timetables and converting between different units of time.

## Expectations in Reading.

<b>Comprehension and Understanding</b>	Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. Can compare between two texts. Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event.
<b>Prediction, inference &amp; deduction</b>	Draw inferences and justify with evidence from the text.
<b>Intonation and Expression</b>	Varies voice for direct or indirect speech.
<b>Grammatical Features</b>	Recognise: - clauses within sentences
<b>Research</b>	Uses more than one source when carrying out research. Creates set of notes to summarise what has been read.

## Expectations in Writing.

<b>Sentence &amp; text structure</b>	Add phrases to make sentences more precise & detailed. Use range of sentence openers - judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition.
<b>Punctuation</b>	Uses brackets, dashes and commas. Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).
<b>Paragraphing</b>	Consistently organize into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
<b>Handwriting</b>	Legible and fluent style.

