Year 5

Lexile range: 750-900

ASSESSING PROGRESS IN READING

2a - RL	I can 	☺
	Find and copy a word from a text that means the same as a given word.	

2a - NL	
	Identify words that are synonyms from a choice of words
	Explain the meaning of a word in different contexts.
	Read all Year 5 Orange words
	Read 175 words per minute
	Read and understand the meaning of unknown words by applying my knowledge of root words, prefixes and suffixes. E.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently

2g – RL	I can 	☺
	Find and copy a word that shows a given description	
	Explain the effect a given word has on the reader	

2b - NL	I can 	☺
	Identify key details from a choice of different options	

2b - RL	
	Find and copy a phrase that identifies a key detail in the text
	Provide two pieces of evidence to support a statement
	Order events within a text chronologically
	Find and copy a word that identifies a key detail in the text

2f – RL	I can 	☺
	Read and talk about a wide range of fiction and non-fiction texts	
	Explain why the author has included a certain part of the text and discuss the impact	

Stage 1 (0-25%)	0-4
Stage 2 (25-50%)	5-10
Stage 3 (50-85%)	11-18
At National Standard (85-100%)	19-22

2c - RL	I can 	☺
	Identify a logical summary of a text from a choice of different options	
	Summaries the main idea of a text	

2d - RL	I can 	☺
	Explain and justify inferences with one piece of evidence from the text	
	Explain and justify inferences with two pieces of evidence from the text	
	Provide arguments for and against a statement	

2e - RL	I can 	☺
	Make a logical prediction using evidence from the text	

2h - RL	I can 	☺
	Explain differences and similarities between two given things	

Year 5

ASSESSING PROGRESS IN WRITING

Composition	I can	☺
	Discuss the audience and purpose of the writing. E.g. A letter to Mrs Field to persuade her to allow Year 5 children to go to Flamingo land.	
	I can start sentences in different ways. **(ISPACED)** **Ing-** Walking up the street, he tripped. **Simile-** As quick as lightning, the wolf pounced on the defenceless rabbit. **Preposition-** Through the wardrobe, there existed a magical world. **Adverbs & Adjectives** Quickly and quietly, I slipped under the water. Angry at the world, he stomped off. **Conjunction**-Since it is raining heavily outside, we'll stay in and watch a film. **Ed-** Exhausted, he wearily climbed the stairs to bed. **Dialogue- "**Don't open it!**"** bellowed the wizard, and seized the spell book.	
	Use the correct features and sentence structure matched to the text type we are working on. E.g. Persuasive texts- Emotive language, SOC (Surely, obviously, clearly), rhetorical questions, personal pronouns, exaggeration.PEE (Point, Example, Explain)	

Composition	I can	☺
	Develop characters through action and dialogue. **Dialogue-** The old king stood up and gazed around the room. Everyone fell silent. "I will not wait," he roared. "I must have porridge! And I want it now!" **Action-** Grandma gently took the box from its secret place in the wardrobe. Immediately her eyes began to prickle. She opened the lid carefully and took in the familiar scent.	
	I can establish a viewpoint as the writer through commenting on characters and events. E.g. Create empathy with a character. Show a character's thoughts. Create suspense.	
	Can use grammar and vocabulary to create an impact on the reader. *Make thoughtful vocabulary choices such as emotive words(The soldiers killed defenceless and vulnerable ordinary men, women and children)* Extend my vocabulary to choose specific/technical vocabulary (*amphibians/habitat in a non-chronological report)*	

Composition	I can	☺
	Use stylistic devices to create effects in writing. e.g. **Simile-**The booming thunder was as loud as fireworks. **Metaphor-** The smoke was cotton balls billowing from the chimney. **Personification-**The rusty door hinge screamed every time the door opened. **Alliteration-**Squawking seagulls swooped on the sunbathers.	
	Add well chosen detail to interest the reader. E.g. Expanded and detailed noun phrases. A grotesque creature, with an enormous, furry body and a tiny head stared at me.	
	Summarise a paragraph.	
	Organise my writing into paragraphs to show different information or events.	

Stage 1 (0-25%)	0-7
Stage 2 (25-50%)	8-14
Stage 3 (50-85%)	15-24
At National Standard (85-100%)	25-28

Year 5

ASSESSING PROGRESS IN WRITING

Spelling

I can	☺
Spell words ending in –cious and -tious	
Spell words ending with the /shul/ sound spelt –cial and -tial e.g. official, special, confidential	
Spell words ending in –ant, -ance, –ancy and –ation e.g. observant, substance, hesitancy, consideration	
Spell words ending in –ent, -ence and –ency e.g. innocent, obedience, frequency	
Spell words ending in –able and -ably	
Spell words ending in –ible and -ibly	
Spell words ending with the /ee/ sound spelt ei after c e.g. deceive, receive, ceiling and the exceptions	
Spell words containing the letter-string ough	
Spell words containing silent letters e.g. doubt, island, lamb, solemn, thistle, knight, loch	
Recognise and spell homophones and other words that are often confused See appendix 1	
Spell Year 5 Orange Words (See list)	

Grammar and Punctuation

I can	☺
Use relative clauses E.g. who, which, that (WWT) *('who' is normally used for people, 'which' for things and 'that' for people or things.)* The woman, <u>who</u> moved in next door, has a daughter my age. The train was usually late, <u>which</u> always annoyed his father. Where is the cheese , **<u>that</u>** was in the fridge?	
Can usually use modal verbs or adverbs to indicate degrees of possibility. E.g. *there might be … it could be … we may be … sometimes… possibly… occasionally, should, must, will*	
Can build cohesion between paragraphs. E.g. Then	
Use adverbials to link paragraphs. E.g. Time - Later, The next day Place - Nearby Number - Secondly	

Grammar and Punctuation

I can	☺
Use commas, dashes and brackets to add extra information. **Commas** Dylan, a ten year old boy from Seaham, scored the winning goal during extra time. **Dashes** The police office—can you believe it— was unsympathetic. **Brackets** Liam went to watch a football match (Newcastle versus Sunderland) on Sunday afternoon.	
Use commas to clarify meaning or avoid ambiguity. E.g. Can tell the difference in meaning between… 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'.	

Handwriting

Choose the style of handwriting to use when given a choice. E.g. Choose which shape of a letter to use and whether or not to join specific letters. Choose writing tool that is best suited for a writing task- e.g. a pen for formal writing, a pencil for note taking.	

Year 5

ASSESSING PROGRESS IN WRITING

Appendix 1: homophones and words often confused

advice/advise	aisle/isle
device/devise	aloud/allowed
licence/license	affect/effect
practice/practise	altar/alter
prophecy/prophesy	ascent/assent
bridal/bridle	cereal/serial
farther/father	compliment/
guessed/guest	complement
hear/herd	led/lead
past/passed	morning/mourning
precede/proceed	stationary/
descent/dissent	stationery
desert/desert/	draft/draft/
dessert	draught
principal/principle	steal/steel
prophet/profit	wary/weary
	who's/whose

Year 5

ASSESSING PROGRESS IN MATHS

Calculations	I can	☺
	Add and subtract numbers mentally with increasingly large numbers.	
	Add and subtract whole numbers with more than 4 digits, including using formal written methods.	
	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
	Identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.	
	Use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	
	Recognise and use square numbers and cube numbers, and the notation for squared and cubed.	
	Multiply and divide numbers mentally drawing on known facts.	
	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	

Calculations cont.	I can	☺
	Multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.	
	Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.	
	Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.	
	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	
	Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.	

Statistics	I can	☺
	Complete, read and interpret information in tables, including timetables.	
	Solve comparison, sum and difference problems using information presented in a line graph.	

Number, place value, approximation and estimation/ rounding	I can	☺
	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	
	Read, write, order and compare numbers to at least 1,000,000.	
	Determine the value of each digit in numbers up to 1,000,000.	
	Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.	
	Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.	
	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	
	Solve number problems and practical problems with the above.	

Stage 1 (0-25%)	0-13
Stage 2 (25-50%)	14-27
Stage 3 (50-85%)	28-46
At National Standard (85-100%)	47-55

Year 5

ASSESSING PROGRESS IN MATHS

Fractions, decimals and percentages	I can	☺
	Recognise mixed numbers and improper fractions and convert from one form to the other.	
	Write mathematical statements >1 as a mixed number.	
	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
	Compare and order fractions whose denominators are multiples of the same number.	
	Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	
	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	
	Read and write decimal numbers as fractions.	
	Recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.	
	Round decimals with 2 decimal places to the nearest whole number and 1 decimal place.	
	Read, write, order and compare numbers with up to 3 decimal places.	
	I can solve problems involving numbers up to 3 decimal places.	

Fractions cont.		
	Recognise the percent symbol and understand that percent relates to 'number parts per hundred'.	
	Write percentages as a fraction with denominator hundred, and as a decimal.	
	Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator or a multiple of 10 or 25.	

Measurement		
	Solve problems involving converting between units of time.	
	Convert between different units of metric measure.	
	Understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.	
	Measure and calculate the perimeter of composite rectilinear shapes in cm and m.	
	Calculate and compare the area of rectangles (including squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.	
	Estimate volume and capacity.	
	Use all four operations to solve problems involving money using decimal notation, including scaling.	

Geometry- properties of shape	I can	☺
	Use the properties of rectangles to deduce related facts and find missing lengths and angles.	
	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
	Identify 3D shapes, including cubes and other cuboids, from 2D representations.	
	Know angles are measured in degrees.	
	Estimate and compare acute, obtuse and reflex angles.	
	Identify angles at a point and one whole turn.	
	Identify angles at a point on a straight line and ½ a turn.	
	Identify other multiples of 90º.	
	Draw given angles and measure them in degrees.	

Geometry- position		
	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	

Year 5

ASSESSING PROGRESS IN SCIENCE

Biology	I can	☺
	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5)	
	Describe the life process of reproduction in some plants and animals. (Y5)	
	Describe the changes as humans develop to old age. (Y5)	

Physics	I can	☺
	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (Y5)	
	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (Y5)	
	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Y5)	
	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. (Y5)	
	Describe the movement of the Moon relative to the Earth. (Y5)	
	Describe the Sun, Earth and Moon as approximately spherical bodies. (Y5)	
	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (Y5)	

Chemistry	I can	☺
	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5)	
	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. (Y5)	
	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. (Y5)	
	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (Y5)	
	Demonstrate that dissolving, mixing and changes of state are reversible changes. (Y5)	
	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (Y5)	

Working Scientifically	I can	☺
	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	
	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	
	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
	Using test results to make predictions to set up further comparative and fair tests.	
	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	
	Identifying scientific evidence that has been used to support or refute ideas or arguments.	

Stage 1 (0-25%)	1-6
Stage 2 (25-50%)	7-11
Stage 3 (50-85%)	12-19
At National Standard (85-100%)	20-22

Upper KS2 RE

Curriculum Overview

	Autumn Term	Christmas Unit: What is the meaning of Christmas?	Spring Term	Easter Unit What is the meaning of Easter?	Summer Term
Year A	**Buddhism** Who is Buddha? Demonstrate understanding of the life of Buddha. What were the teachings of Buddha? How is the life of Buddha celebrated?	What are the themes of Christmas?	**Christianity** What do we know about the Bible and why it is important to Christians. How do the bibles teachings influence life? Demonstrating understanding of the importance of the Bible, impact on worship, values and daily life.	Why is the Last Supper so important to Christians?	**Christianity's belief** What can we learn about the Christian faith through studying the lives of the northern saints? Stories about the Northern Saints – how their faith affected their lives and their significance then and now.
Year B	**Hindu belief** What do Hindus believe and how does this affect the way they live their lives? Developing knowledge about beliefs about God, meaning of life, life after death and how this affects how Hindus feel and act. Why do people use ritual in their lives. Importance of ritual in more than one religion. Similarities and differences (Hinduism/Christianity)	What do the gospels tell us about the birth of Jesus?	**Hindu worship** How Hindus worship and what they believe. Developing knowledge of Hinduism including private and communal worship, celebration, symbol, story.	Why are Good Friday and Easter Sunday the more important days for Christians?	**Christianity** So what do we know about Christianity? (exploration through the concepts) The importance of God and Jesus to Christians. What is religion? What concepts do religion have in common?

Year 5/6

ASSESSING PROGRESS IN COMPUTING

E- Safety	I can	☺
	To be able to use technology safely	
	Know how to report a problem online.	
	Use technology safely, respectfully and responsibly	
	recognise acceptable/unacceptable behaviour	
	identify a range of ways to report concerns about content and contact	

Search engines	I can	☺
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
	Gather information from different sources.	
	To use searches with increasing accuracy	

Computer Science	I can	☺
	explain what an algorithm is.	
	Design and write programmes using different programs	
	Debug programmes with increasing complexity	
	use sequence, selection, and repetition in programs;	
	work with variables and various forms of input and output	
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	I can code using text coding (HTML, Python) to create pages	

Digital literacy	I can	☺
	understand computer networks including the internet; how they can provide multiple services, such as the world wide web	
	understand the opportunities they offer for communication and collaboration	
	use software with increasing independence	
	combine software (e.g. importing an edited image or video into a presentation or web page)	
	Select software themselves (perhaps from the full range of applications installed on computers, smartphones and tablets at home or at school, or available to them via the web).	

Stage 1 (0-25%)	0-5
Stage 2 (25-50%)	6-10
Stage 3 (50-85%)	11-17
At National Standard (85-100%)	18-20

Year 5/6

ASSESSING PROGRESS IN HISTORY

Chronology	I can	☺
	Use greater depth and range of knowledge to develop an increasingly secure chronological knowledge and understanding of history, local, British and world	
	Use greater depth and range of knowledge to put events, people, places and artefacts on a timeline	
	Use greater depth and range of knowledge to use correct terminology to describe events in the past	

Historical Terms	I can	☺
	Record knowledge and understanding in a variety of ways, using dates and key terms appropriately	

Interpreting History	I can	☺
	Understand that the past is represented and interpreted in different ways and give reasons for this	

Historical Enquiry	I can	☺
	Devise, ask and answer more complex questions about the past, considering key concepts in history	
	Select sources independently and give reasons for choices	
	Analyse a range of source material to promote evidence about the past	
	Construct and organise response by selecting and organising relevant historical data	

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-7
Stage 3 (50-85%)	8-11
At National Standard (85-100%)	12-13

Continuity & Change	I can	☺
	Use greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within and across different periods and societies	

Causes & Consequences	I can	☺
	Begin to offer explanations about why people in the past acted as they did	

Similarities & Differences	I can	☺
	Show understanding of some of the similarities and differences between different periods e.g. social, belief, local, individual	

Significance	I can	☺
	Give reasons why some events, people or developments are seen as more significant than others	

Year 5

ASSESSING PROGRESS IN Geography

Locational knowledge	I can	☺
	Locate the main countries in Africa, Asia and Australia/Oceania on a map	
	Identify their main environmental regions, key physical and human characteristics and major cities	

Place knowledge	I can	☺
	Understand geographical similarities and differences through the study of the areas/countries covered	

Geographical skills and fieldwork	I can	☺
	Use maps, atlases, globes & digital mapping to locate countries & describe features studied	
	Use 8 points of the compass	
	Use 4 figure grid references	
	Use symbols and keys to read and create maps	
	Expand map skills to include non-UK countries	
	Use field work to observe, measure and record human & physical features	
	Use maps, graphs & plans to record my fieldwork findings	

Human & Physical Geography	I can	☺
	Describe and understand key aspects of physical geography	
	Begin to understand terms = climate zones, biomes & vegetation belts	
	Understand the fair/unfair distribution of resources (fairtrade)	
	Understand the distribution of natural resources	
	Identify human & physical features of area studied	

Stage 1 (0-25%)	1-4
Stage 2 (25-50%)	5-8
Stage 3 (50-85%)	9-13
At National Standard (85-100%)	14-15

Year 5

ASSESSING PROGRESS IN MFL

To read fluently	I can	☺
	Read and understand the main point in short written texts	
	Show confidence in reading aloud	
	Use a translation dictionary to help me understand what I am reading about	

To write imaginatively	I can	☺
	Write a paragraph on familiar topics	
	Use knowledge of grammar to enhance or change the meaning of phrases	
	Use dictionaries or glossaries to check words	
	Include imaginative and adventurous word choices	

Topic List

- Common adjectives
- Names of sport and hobbies
- Places and directions
- Time
- Weather
- Numbers 0-100
- Dictionary skills
- Opinions

- Christmas lessons
- Easter Lessons

To speak confidently	I can	☺
	Take part in conversations to seek and give information	
	Refer to recent experiences or future plans, everyday activities and interests	
	Be understood with little or no difficulty	

To understand French culture	I can	☺
	Describe, with interesting detail, some similarities and differences between countries and communities where the langue is spoken and our own ountry	

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-6
Stage 3 (50-85%)	7-9
At National Standard (85-100%)	10-11

Year 5/6

ASSESSING PROGRESS IN ART

	I can	☺
Sculpture	Plan and create a sculpture using mouldable material. Evaluate using artistic language. (Y5)	
	Study and replicate the famous sculptor Antony Gormley. (Y5)	
	Independently plan, create and evaluate the sculptor Henry Moore. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. (Y6)	

	I can	☺
Drawing	Experiment with shading and perspective. (Y5)	
	Know that a short, hard line gives a different feeling to a more flowing one. (Y5)	
	Continue with my sketch book, record, revisit and review my ideas (Y5)	
	Use a variety of techniques to create form and texture i.e. shading and perspective. (Y6)	

	I can	☺
Painting	Refer to the Miro Art Project when painting. Use this project for inspiration. (Y5)	
	Design using a range of materials (e.g. pencil, charcoal, paint, clay) (Y5)	
	Review and revisit my work by recreating a well-known piece of art made by Piet Mondrian. (Y6)	
	Use the colour wheel to use “harmonious colours” and “contrasting colours”. (Y6)	

Stage 1 (0-25%)	1-3
Stage 2 (25-50%)	4-6
Stage 3 (50-85%)	7-9
At National Standard (85-100%)	10-11

Year 5/6

ASSESSING PROGRESS IN DESIGN AND TECHNOLOGY

Design	I can	☺
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	
	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	

Make	I can	☺
	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	

Evaluate	I can	☺
	investigate and analyse a range of existing products	
	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
	understand how key events and individuals in design and technology have helped shape the world	

Cooking and Nutrition	I can	☺
	understand and apply the principles of a healthy and varied diet	
	understand and apply the principles of a healthy and varied diet	
	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

Stage 1 (0-25%)	1-4
Stage 2 (25-50%)	5-7
Stage 3 (50-85%)	8-12
At National Standard (85-100%)	13-14

Technical Knowledge	I can	☺
	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
	apply their understanding of computing to program, monitor and control their products.	