

## READING TARGETS - A YEAR 5 READER

### *Word Reading*

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

### *Comprehension*

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can use meaning-seeking strategies to explore the meaning of words in context.

I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.

I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader.

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

I can justify inferences with evidence from the text.

I can make predictions from what has been read.

I can summarise the main ideas drawn from a text.

I can identify the effect of the context on a text; for example, historical context or other cultures.

I can identify how language, structure and presentation contribute to the meaning of a text.

I can express a personal point of view about a text, giving reasons.

I can make connections between other similar texts, prior knowledge and experience.

I can compare different versions of texts and talk about their differences and similarities.

I can listen to and build on others' ideas and opinions about a text.

I can present an oral overview or summary of a text.

I can present the author's viewpoint of a text.

I can present a personal point of view based on what has been read.

I can listen to others' personal point of view.

I can explain a personal point of view and give reasons.

I know the difference between fact and opinion.

I can use my knowledge of structure of text type to find key information.

I can use text marking to identify key information in a text.

I can make notes from text marking.

## WRITING TARGETS - A YEAR 5 WRITER

### Spelling

I can form verbs with prefixes.

I can convert nouns or adjectives into verbs by adding a suffix.

I understand the rules for adding prefixes and suffixes.

I can spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

I can spell the commonly mis-spelt words from the Y5/6 word list.

I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.

I can use a thesaurus.

I can use a range of spelling strategies.

#### Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

#### *Composition*

I can discuss the audience and purpose of the writing.

I can start sentences in different ways.

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

I can establish a viewpoint as the writer through commenting on characters and events.

I can use grammar and vocabulary to create an impact on the reader.

I can use stylistic devices to create effects in writing.

I can add well-chosen detail to interest the reader.

I can summarise a paragraph.

I can organise my writing into paragraphs to show different information or events.

#### *Grammar and punctuation*

##### Sentence structure

I can use relative clauses.

I can use adverbs or modal verbs to indicate a degree of possibility.

##### Text structure

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

##### Punctuation

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

#### **A YEAR 5 SPEAKER**

I can engage the listener by varying my expression and vocabulary.

I adapt my spoken language depending on the audience, the purpose or the context.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I show that I understand the main points, including implied meanings in a discussion.

I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.  
I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.  
I am beginning to select the appropriate register according to the context.

## **MATHEMATICS TARGETS - A YEAR 5 MATHEMATICIAN**

### *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.  
I can read, write, order and compare numbers to at least 1,000,000.  
I can determine the value of each digit in numbers up to 1,000,000.  
I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.  
I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.  
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.  
I can solve number problems and practical problems with the above.

### *Calculations*

I can add and subtract numbers mentally with increasingly large numbers.  
I can add and subtract whole numbers with more than 4 digits, including using formal written methods.  
I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.  
I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  
I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.  
I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.  
I can establish whether a number up to 100 is prime and recall prime numbers up to 19.  
I recognise and use square numbers and cube numbers, and the notation for squared and cubed.  
I can multiply and divide numbers mentally drawing on known facts.  
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.  
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.  
I can 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.  
I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.  
I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.  
I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

### *Fractions, decimals and percentages*

I can recognise mixed numbers and improper fractions and convert from one form to the other.  
I can write mathematical statements  $>1$  as a mixed number.  
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can compare and order fractions whose denominators are multiples of the same number.  
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.  
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.  
I can read and write decimal numbers as fractions.  
I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.  
I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.  
I can read, write, order and compare numbers with up to 3 decimal places.  
I can solve problems involving numbers up to 3 decimal places.  
I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.  
I can write percentages as a fraction with denominator hundred, and as a decimal.  
I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator or a multiple of 10 or 25.

#### *Measurement*

I can solve problems involving converting between units of time.  
I can convert between different units of metric measure.  
I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.  
I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.  
I can calculate and compare the area of rectangles (incl. squares), and including using standard units ( $\text{cm}^2$  and  $\text{cm}^3$ ) to estimate the area of irregular shapes.  
I can estimate volume and capacity.  
I can use all four operations to solve problems involving money using decimal notation, including scaling.

#### *Geometry - properties of shapes*

I can use the properties of rectangles to deduce related facts and find missing lengths and angles.  
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  
I can identify 3D shapes, including cubes and other cuboids, from 2D representations.  
I know angles are measured in degrees.  
I can estimate and compare acute, obtuse and reflex angles.  
I can identify angles at a point and one whole turn.  
I can identify angles at a point on a straight line and  $\frac{1}{2}$  a turn.  
I can identify other multiples of  $90^\circ$ .  
I can draw given angles and measure them in degrees.

#### *Geometry - position and direction*

I can 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.

#### Statistics

I can complete, read and interpret information in tables, including timetables.  
I can solve comparison, sum and difference problems using information presented in a line graph.

### **SCIENCE TARGETS - A YEAR 5 SCIENTIST**

#### Working scientifically

(Y5 and Y6)

I can plan different types of scientific enquiry.



I can control variables in an enquiry.

I can measure accurately and precisely using a range of equipment.

I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use the outcome of test results to make predictions and set up a further comparative fair test.

I can report findings from enquiries in a range of ways.

I can explain a conclusion from an enquiry.

I can explain causal relationships in an enquiry.

I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

I can read, spell and pronounce scientific vocabulary accurately.

### *Biology*

#### Living things and their habitats

I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.

I can describe the differences between different life cycles.

I can describe the process of reproduction in plants.

I can describe the process of reproduction in animals.

#### Animals, including humans

I can create a timeline to indicate stages of growth in humans.

### *Chemistry*

#### Properties and changes of materials

I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).

I can describe how a material dissolves to form a solution; explaining the process of dissolving.

I can describe and show how to recover a substance from a solution.

I can describe how some materials can be separated.

I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).

I know and can demonstrate that some changes are reversible and some are not.

I can explain how some changes result in the formation of a new material and that this is usually irreversible.

I can discuss reversible and irreversible changes.

I can give evidenced reasons why materials should be used for specific purposes.

### *Physics*

#### Earth and space

I can describe and explain the movement of the Earth and other planets relative to the Sun.

I can describe and explain the movement of the Moon relative to the Earth.

I can explain and demonstrate how night and day are created.

I can describe the Sun, Earth and Moon (using the term spherical).

#### Forces

I can explain what gravity is and its impact on our lives.

I can identify and explain the effect of air resistance.

I can identify and explain the effect of water resistance.

I can identify and explain the effect of friction.

I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

## **COMPUTING TARGETS - A YEAR 5 COMPUTER USER**

### Algorithms and programming

I can combine sequences of instructions and procedures to turn devices on and off.

I can use technology to control an external device.

I can design algorithms that use repetition & 2-way selection.

### Information technology

I can analyse information.

I can evaluate information.

I understand how search results are selected and ranked.

I can edit a film.

### Digital literacy

I understand that you have to make choices when using technology and that not everything is true and/or safe.

## **HISTORY TARGETS - A YEAR 5 HISTORIAN**

I can draw a timeline with different historical periods showing key historical events or lives of significant people.

I can compare two or more historical periods; explaining things which changed and things which stayed the same.

I can explain how Parliament affects decision making in England.

I can explain how our locality has changed over time.

I can test out a hypothesis in order to answer questions.

I can describe how crime and punishment has changed over a period of time.

## **GEOGRAPHY TARGETS - A YEAR 5 GEOGRAPHER**

I can plan a journey to a place in another part of the world, taking account of distance and time.

I can explain why many cities are situated on or close to rivers.

I can explain why people are attracted to live by rivers.

I can explain the course of a river.

I can name and locate many of the world's most famous rivers in an atlas.

I can name and locate many of the world's most famous mountainous regions in an atlas.

I can explain how a location fits into its wider geographical location with reference to human and economical features.

## **PHYSICAL EDUCATION TARGETS - A YEAR 5 SPORTS PERSON**

### Games

I can gain possession by working a team.

I can pass in different ways.

I can use forehand and backhand with a racket.

I can field.

I can choose a tactic for defending and attacking.

I can use a number of techniques to pass, dribble and shoot.

### Gymnastics

I can make complex extended sequences.

I can combine action, balance and shape.

I can perform consistently to different audiences.

### Dance

I can compose my own dances in a creative way.

I can perform to an accompaniment.

My dance shows clarity, fluency, accuracy and consistency.

### Athletics

I can control when taking off and landing.

I can throw with accuracy.

I can combine running and jumping.

### Outdoor and adventurous

I can follow a map in an unknown location.

I can use clues and a compass to navigate a route.

I can change my route to overcome a problem.

I can use new information to change my route.

### **ART & DESIGN TARGETS - A YEAR 5 ARTIST**

I can identify and draw objects and use marks and lines to produce texture.

I can successfully use shading to create mood and feeling.

I can organise line, tone, shape and colour to represent figures and forms in movement.

I can use shading to create mood and feeling.

I can express emotion in my art.

I can create an accurate print design following criteria.

I can use images which I have created, scanned and found; altering them where necessary to create art.

I can research the work of an artist and use their work to replicate a style.

### **DESIGN & TECHNOLOGY TARGETS - A YEAR 5 DESIGNER**

I can come up with a range of ideas after collecting information from different sources.

I can produce a detailed, step-by-step plan.

I can suggest alternative plans; outlining the positive features and draw backs.

I can explain how a product will appeal to a specific audience.

I can evaluate appearance and function against original criteria.

I can use a range of tools and equipment competently.

I can make a prototype before make a final version.

I show that I can be both hygienic and safe in the kitchen.

### **MUSIC TARGETS - A YEAR 5 MUSICIAN**

I can breathe in the correct place when singing.

I can maintain my part whilst others are performing their part.

I can improvise within a group using melodic and rhythmic phrases.

I can change sounds or organise them differently to change the effect.

I can compose music which meets specific criteria.

I can use notation to record groups of pitches (chords).

I can use my music diary to record aspects of the composition process.

I can choose the most appropriate tempo for a piece of music.

I can describe, compare and evaluate music using musical vocabulary.

I can explain why I think music is successful or unsuccessful.

I can suggest improvement to my own work and that of others.

I can contrast the work of a famous composer and explain my preferences.

## **FOREIGN LANGUAGE TARGETS - A YEAR 5 AND YEAR 6 INTERNATIONAL SPEAKER**

### Spoken language

I can hold a simple conversation with at least 4 exchanges.

I can use my knowledge of grammar to speak correctly.

### Reading

I can understand a short story or factual text and note the main points.

I can use the context to work out unfamiliar words.

### Writing

I can write a paragraph of 4-5 sentences.

I can substitute words and phrases

