

Year 5 Writing Non-negotiables

5a) Spell most words containing taught patterns correctly and many common exception words (years 5 & 6)

5b) Use expanded noun phrases for detailed descriptions. (adjectives before the noun) Eg **The slimy green frog was under the murky water**

5c) Select appropriate grammar and vocabulary, understanding how choices affect meaning (e.g. appropriate conjunctions, technical vocabulary to match subject matter, vocabulary for effect, language to reflect level of formality) Eg **Due to the rapidly decreasing water supply, I must urgently request emergency support.**

5d) Write coherent paragraphs in a logical sequence, with main ideas supported or elaborated by subsequent sentences and **pronouns** and **adverbials** used to aid cohesion Eg **he, she, they, after a while, eventually**

5e) Create atmosphere through description of settings and characters, integrating some dialogue to portray characterisation and advance the story Eg **"I can't stop the monster," Rose gasped as she raced towards the villagers, "it's just too strong!"**

5f) Use relative clauses containing who, which, where, when, whose and that Eg **Unfortunately, the book, that was now torn and ripped, hung limply from happy dog's jaws.**

5g) Indicate degrees of possibility using adverbs E.g. **perhaps, surely** or modal verbs Eg. **might, should, must, could**

5h) Use brackets, dashes or commas to indicate parenthesis Eg **London (the capital city of England)...** and commas to clarify meaning or avoid ambiguity, mostly correctly Eg **Let's eat, Grandma!**

5i) Proof-reading work for spelling, grammar and punctuation errors, often identifying and correcting independently, confidently using both a dictionary and thesaurus when appropriate.

Year 5 Maths Non-Negotiables

5.1) Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Eg **578 439 = 500 000 + 70 000 + 8 000 + 400 + 30 + 9**

5.2) Read, write and order numbers and numerals to 2dp Eg **34.56, 34.46, 33.09, 33.06**

5.3) Order a set of positive and negative integers Eg **4, 1, -5, -10**

5.4) Mentally, double all numbers to 100 Eg **double 34 = 68 double 87 = 174**

5.5) Use tables to derive other numbers facts Eg **3x4 = 12 so 30x4 = 120** and multiply and divide whole numbers (involving decimals) by 10, 100 and 1000 Eg **34 ÷ 100 = 0.34**

5.6) Explain value of digits to 2dp Eg **0.27 = 2/10 + 7/100** and round decimal numbers to the nearest integer Eg **1.36 = 1**

5.7) Add and subtract numbers to 10,000 Eg **6,308 + 2,229 8,215 - 4,723**

5.8) Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.

Long multiplication

24 × 16 becomes

$$\begin{array}{r} 24 \\ \times 16 \\ \hline 144 \\ 240 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$$

Answer: 3224

5.9) Calculate halves and doubles of decimals Eg **double 2.36 = 4.72 half 2.36 = 1.18**

5.10) Recognise and write decimal equivalents to 1/4, 1/2, 3/4 Eg **1/4 = 0.25 1/2 = 0.5**

5.11) Multiply and divide positive numbers up to 10,000 by 10 and 100 Eg **234 × 100 = 23,400 234 ÷ 100 = 2.34**

5.12) Calculate (including in the context of real life e.g. money, measures etc): ThHTU+HTU ThHTU-HTU HTU×TU HTU÷TU U.t×U Eg **A TV costs £345. A hotel owner needs to buy one TV for each room in his hotel. How much will it cost if the hotel has 26 rooms?**

Our Code of Conduct

In the classroom

- We try hard to do our best and help others to do theirs
- We are kind, polite and helpful to everyone in the school community
- We respect other people, their possessions and school property
- We ask for help when we need it
- We accept responsibility for the things we do

In the playground

- We play fairly and with respect
- We let children join in our games
- We help children who are sad or hurt
- We take responsibility for our own behaviour and the choices we make
- We ask adults to help us sort out problems in the playground
- We put away the equipment we have used
- When the whistle blows we stand still until our class is asked to walk into school

In the lunch hall

- We wait sensibly and quietly at our tables and in the queue
- We use please and thank you when our meal is served
- We always use quiet voices
- We stay at our table while we are eating
- We try not to waste food and try new foods
- We keep our area tidy and clear away our mess
- When we are finished we walk sensibly out to play



Non-Negotiables

End of year expectations

Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

