Year 5 Reading	Word	Understand & Retrieve	Interpret	Organisation & Structure	Language	Viewpoint
	I can read books that are structured in different ways and read for a range of purposes.	I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	I can predict what might happen from details stated and implied.	I can recognise simple recurring literary language in stories and poetry.	I can prepare poems and plays to read aloud and perform using intonation, tone and volume so that the meaning is clear to an audience.	I can make comparisons within and across books
	I can read a wide range of books of different genre with fluency and accuracy.	I can identify and discuss themes and conventions in and across a wide range of writing.	I can draw inferences such as characters' feelings, thoughts and motives from their actions and justify my inference with evidence.	I can discuss the sequence of events in books and poetry.	I can recite a wide range of poetry by heart.	I can provide reasoned justifications for my views.
	I can apply my knowledge of prefixes and suffixes to read aloud and understand new words.	I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	I can distinguish between statements of fact and opinion.	I can discuss the sequence of events in books and how information is related.	I can discuss how authors use language, including figurative language, considering the impact on the reader.	I can explain and discuss my understanding of what I have read, including through presentations and debate
	I can apply my knowledge of root words to read aloud and understand new words.	I can ask questions to improve my understanding of a text				I can challenge the views of others courteously.
		I can increase my 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.				I can take turns during discussions building on my own and others ideas
		I can retrieve and record information from non-fiction texts.				I can recommend books I have read to my peers and give reasons for my choices.
		I can read and discuss a wide range of fiction, non-fiction, poetry, plays, reference books and textbooks.				

Year 5 Writing	Spelling	Punctuation & Grammar	Terminology	Transcription	Writing for a Purpose	Planning, Drafting & Editing	Handwriting, Organisation & Presentation
	I can use the first 3 or 4 letters of a word to check its spelling in a dictionary.	I can use perfect forms of verbs to mark relationships of time and cause.	I can explain *antonym* and *synonym*.	I can write a wide range of sentences dictated from a range of sources with accuracy and joined handwriting.	I can use dialogue to convey character and advance the action.	I can write narratives which convey character and advance the action of my writing using settings, characters and atmosphere.	I can use correct subject and verb agreements
	I can use many prefixes and suffixes in my writing.	I can use devices to build cohesion, including adverbials of time, place and number.	I can explain *parenthesis*.		I can use a variety of sentence lengths, structures and subjects to provide clarity and emphasis.	I can use a thesaurus to give variation and to improve my writing.	I can use paragraphs consistently and appropriately.
	I can distinguish between homophones and other words that are often confused.	I can convert nouns of adjectives into verbs.	I can explain *relative clause*.		I can include some accurate variation in tense and verb forms.	I can proofread for spelling and punctuation errors.	I can adapt my handwriting style to the task.
	I can spell some words with silent letters.	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	I can explain *relative pronoun*.		I can describe settings, characters and atmosphere in my writing.	I can ensure the consistent and correct use of tense throughout a piece of writing.	My ideas are organised and developed with a fitting opening and closing.
	I can use word endings correctly.	I can use commas to clarify meaning and avoid ambiguity.	I can explain *modal verb*.		I can establish and maintain my viewpoint.	I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I can link ideas across paragraphs using adverbials of time.
	I can use my spelling in all areas of my writing.	I can use commas accurately to indicate parenthesis.	I can explain how to use commas correctly.		I can develop my ideas and material in detail including description and relevant content.	I can follow and adapt my plan as I write.	I can make sure my writing is organised by grouping points and ideas or by using time sequencing.
	I can recall my spellings accurately.	I can use dashes to indicate parenthesis.	I can explain how to use dashes correctly.		I can use and maintain the main features of different types of writing.	I can note and develop my initial ideas, drawing on reading and research where necessary.	I am beginning to develop my own neat and legible style of handwriting.
		I can use brackets accurately to indicate parenthesis.	I can explain how to use brackets correctly.		I can write in a style that is appropriate to task throughout.		I take pride in my work.

Year 5 Maths	Number & Place Value	Addition & Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
	I can read Roman Numerals to 1000 (M) and recognise years in Roman Numerals.	I can decide which operation to use to solve multi-step problems.	I can solve problems involving × and ÷ including scaling by simple fractions, and problems involving simple rates.	I can write % as a fraction.	I can use all four operations to solve problems involving measure, using decimal notation, including scaling.	I can identify, describe and represent the position of a shape following a reflection or translation.	I can complete, read and interpret information in tables, including timetables.
	I can solve number problems and practical problems that involve all of the below.	I can use addition and subtraction to solve multi-step problems.	I can solve problems involving × and ÷ including using factors and multiples, squares and cubes.	I recognise the % symbol and understand what it means.	I can solve problems involving converting between units of time.	I can distinguish between regular and irregular polygons.	I can solve 'difference' problems using information presented in a line graph.
	I can round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000	I can use rounding to check answers to calculations.	I can recognise and use square numbers and cube numbers and the notation for squared (^{2}) and cubed (^{3}).	I can solve problems involving numbers up to 3 decimal places.	I can estimate volume and capacity.	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	I can solve 'sum' problems using information presented in a line graph.
	I can use negative numbers in context; count forwards and backwards with positive and negative numbers through zero.	I can subtract mentally using increasingly large numbers.	I can × and ÷ whole numbers and those involving decimals by 10, 100 and 1000	I can read, write, order and compare numbers with up to 3 decimal places.	I can estimate the area of an irregular shape.	I can identify other multiples of 90°	I can solve 'comparison' problems using information presented in a line graph.
	I can count forwards and back in steps of powers of 10 for any given number up to 100000	I can add mentally using increasingly large numbers.	I can multiply and divide numbers mentally.	I can round decimals with 2 decimal places to the nearest whole number and to one decimal place.	I can calculate and compare the area of rectangles (including squares).	I can identify angles at a point on a straight line and ½ a turn.	
	I know what each digit represents in numbers up to 1000000	I can subtract whole numbers with more than 4 digits including formally written methods.	I can divide numbers up to 4 digits by a 1 digit number.	I can recognise and use 1000ths and relate them to 10tss and 100ths and decimal equivalents	I can measure and calculate the perimeter of composite rectilinear shapes, in cm and m.	I can identify angles at a point and one whole turn.	

Year 5 Maths	Number & Place Value	Addition & Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
	I can read, write, order and compare numbers to at least 1000000	I can add whole numbers with more than 4 digits including formally written methods.	I can multiply numbers up to 4 digits by a 1 or 2 digit numbers.	I can read and write decimal numbers as fractions.	I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	I can draw given angles and measure them in degrees (°).	
			I can establish whether a number up to 100 is a prime and recall prime numbers up to 19	I can multiply proper fractions and mixed numbers by whole numbers.	I can convert between different units of metric measure.	I can estimate and compare acute, obtuse and reflex angles.	
			I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	I can + and – fractions with the same denominators and denominators that are multiples of the same number.		I know angles are measured in degrees.	
			I can identify multiples and factors, including finding all factor pairs.	I can recognise mixed numbers and improper fractions and convert from one form to the other.		I can identify 3D shapes, including cubes and other cuboids, from 2D representations.	
				I can identify, name and write equivalent fractions of a given fraction.			
				I can compare and order fractions whose denominators are all multiples of the same number.			

Year 5 Science	Biology		Chemistry		Physics		Working Scientifically				
	Life exists in a variety of forms and goes through cycles – Animals	**The human body has a number of systems, each with its own function**	**Materials have physical properties which can be investigated and compared**	**The physical properties of materials determine their uses**	**There are contact and non-contact forces; these affect the motion of objects**	**Day, night, month, seasons& years are caused by the position and movement of the Earth**	**Planning investigations**	**Conducting experiments**	**Recording evidence**	**Reporting findings**	**Conclusions and predictions**
	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Describe the life process of reproduction in some plants and animals.	Compare material properties (hardness, solubility, transparency, conductivity and response to magnets).	Give reasons, based on evidence from comparative and fair tests, for the particular uses of materials, including metals, wood and plastic.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	Pupils can plan an enquiry.	Pupils can use equipment to take measurements.	Pupils record work with diagrams and label them.	Pupils process findings to develop conclusions and identify causal relationships.	Pupils can analyse data.
	Describe the changes as humans develop to old age.		Know that some materials will dissolve to form a solution, and describe how to recover a substance from a solution.		Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	Describe the movement of the Moon relative to the Earth.	Pupils can identify and manage variables.	Pupils explore how to improve the quality of data.	Pupils can display data using labelled diagrams, keys, tables and bar charts.	Pupils use displays and presentations to report on findings.	Pupils can draw conclusions.
			Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Describe the Sun, Earth and Moon as approximately spherical bodies.		Pupils understand the role of repeat readings.	Pupils can display data using line graphs.	Pupils explain confidence in findings.	Suggest further comparative or fair tests.
			Demonstrate that dissolving, mixing and changes of state are reversible.			Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across sky.					
			Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, (e.g., burning and acid on soda).								

Year 5 Art & Design	**Generating Ideas** *Skills of Designing & Developing Ideas*	**Making** *Skills of Making Art, Craft and Design*	**Evaluating** *Skills of Judgement and Evaluation*	**Knowledge** *Knowledge about art processes and context*
	I can freely create imaginative responses of the real world	I think about many features of what I am representing in my artwork and make good choices of materials and techniques to show my ideas in my artwork. I can explain how I have combined materials and art techniques in my work	I can describe how my work developed. I can compare and comment on different ideas, art techniques and ways of working used in my own and others' work.	I can explain and name some different art forms including types of painting, craft, sculpture, design and architecture, photography and digital media.
	I can use a basic range of fine and broad drawing materials and techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination.	I can explain how I have combined and organised shape, form, and space, and applied colour, tone, pattern and texture in my artwork.	I can identify aspects of my work which could be improved and can suggest possible solutions. I try to make changes to my work to make it better and I am pleased with some of my improvements.	I can recognise different kinds of marks and how they can be made with different materials or controlled using suitable tools.
	I can investigate visual and tactile qualities in materials and processes. I record this information in my sketchbook and explain how I collected it.	I can work responsibly with an awareness of personal safety and thoughtful respect when using materials, tools and equipment and moving around the art room.	I can read about and respond to suitable art works on the web, in books and other sources. I can make a personal explanation in spoken and written forms.	I can research the work of artists, craftspeople and designers, selecting important visual and text based information to help me in my own creative work.
	I use this information to help me develop ideas for my artwork and choose materials and art techniques which are suitable for what I want to do.		I can make links between the ideas behind my own work and those of others, including artists I have studied.	

Year 5 Computing	Computer Science				Information Technology		Digital Literacy
	Problem Solving	**Programming**	**Logical Thinking**	**Communicator**	**Creating Content**	**Searching**	**E-Safety**
	The child can design a program on their own ideas and write this in a block-based language such as Scratch.	The child can use sequence, selection and repetition in programs.	The child can explain a rule-based algorithm in their own words.	The child can understand how data routing works on the internet.	The child can use and combine a range of programs on multiple devices to achieve particular goals.	The child can use filters to make more effective use of a standard search engine.	The child can demonstrate that they can act responsibly when using the internet which includes using strong passwords to protect their identity online.
	The child can experiment with computer control applications and use simple computer control and/or sensors with products like Lego WeDo kits, Makey Makey or similar.	The child can write a program that accepts keyboard and mouse input and produces output on screen and through speakers.	The child can use logical reasoning to detect errors in algorithms.	The child can understand how web pages are created and transmitted.	The child can design and create programs on a computer in response to a given goal.	The child can understand that search engines use a cached copy of the crawled web to select and rank results.	The child can discuss the consequences of particular behaviours when using digital technology.
	The child can plan a solution to a problem using decomposition (identify component parts, use decomposition to break this problem down and then plan how they can solve the problem).				The child can analyse and evaluate information working with text, audio, images or video, the child can analyse information, perhaps summarising this.	Pupils and students reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.	Pupils and students learn what spam is, the forms it takes, and then identify strategies for dealing with it.
							Pupils and students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.

Year 5 Design Technology	Designing		Making		Evaluating		Technical Knowledge
	Understanding contexts, users and purposes	**Generating, developing, modelling and communicating ideas**	**Planning**	**Practical skills and techniques**	**Own ideas and products**	**Existing products**	**Making products work**
	I recognise my designs have to meet a range of different needs.	I generate ideas and recognise what my designs have to do.	I make realistic plans for achieving my aims.	I choose appropriate tools, equipment, materials, components and techniques.	I recognise what I have done well whilst making and suggest things that I could do better.	I investigate and analyse how well products have been designed and made	I identify what is working well and what could be improved.
	I can work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment	I have clear ideas when asked and use words, labelled sketches and models to share the details of my designs	I think ahead about the order of my work so I can make the right decisions.	I use tools and equipment with some accuracy to cut and shape materials and to put together components.	I identify where evaluation has led to improvements.	I investigate why materials have been chosen and what methods of construction have been used	I know how to use learning from science and maths to help design and make products that work
	I can explain how particular parts of my products work	I share and clarify ideas through discussion	I explain their choice of tools and equipment in relation to the skills and techniques I will be using	I follow procedures for health and safety	I consider the views of others, including users to make improvements.	I analyse how well products work, achieve their purposes and how well they meet user needs and wants.	I know that materials have both functional properties and aesthetic qualities
		I use computer-aided design to develop and communicate my ideas	I can explain my choice of materials and components according to functional properties and aesthetic qualities	I use a wider range of materials and components including construction materials and kits, mechanical components and electrical components			I know the correct technical vocabulary for the projects I am undertaking

Year 5 Food Studies	Develop a range of cooking skills	Principles of nutrition and health	Source, seasonality and function of a range of ingredients
	Use the Bridge and claw hold to cut fruit and vegetables.	I can identify the sections of the eat well plate and list examples of foods for each section.	I can name foods that are grown, reared and caught.
	I can prepare and cook simple dishes. E.g. assembling, combining, mixing, rubbing in method, cutting out, use of grill and oven.	I know that energy provided by food and drink is measured in Kilojoules/ kilocalories. I know that different amounts of food provide different amounts of energy.	I can name foods that are produced in the UK and abroad.
	I can use the correct equipment and method for washing up.	I can explain the importance of energy balance.	I explain seasonality and name foods that are available each season.
		I can explain why we need to eat 5 a day.	

Year 5 French	Listening	Speaking	Reading	Writing
	Can understand and follow simple instructions in French	Can repeat simple words and phrases	Can read and pronounce familiar written words	Can accurately copy single words
	Can pick out familiar words and phrases from sentences	Can join in with simple songs and rhymes	Can understand familiar written phrases and simple sentences and respond to them	Can adapt a model to write short simple responses to spoken and written language
	Can identify different phonemes in French	Can ask and answer questions to give basic information	Can read a simple rhyme, song or story to an audience	Can write a few simple sentences including name and age from memory
	Can recognise the gender of nouns	Can say some simple sentences from memory so that others can understand	Can understand the main points from a short written text	
		Can adapt familiar sentences by changing a few words	Can use a bilingual dictionary with guidance	

Year 5 Geography	Geographical Knowledge		Geographical Understanding			Geographical Skills And Enquiry	
	The UK and local area	**The world and continents**	**Physical themes**	**Human themes**	**Understanding places and connections**	**Map and atlas work**	**Fieldwork and investigation**
	I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.	I can locate cities, countries and regions on physical and political maps.	I can describe what the climate of a region is like and how plants and animals are adapted to it.	I know and understand what life is like in cities and in villages and in a range of settlement sizes.	I can know information about a region, its physical environment and climate, and economic activity.	I can use physical and political maps to describe key physical and human characteristics.	I can make sketch maps of areas using symbols, a key and a scale.
	I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.	I can describe key physical and human characteristics and environmental.	I can describe and understand a range of key physical processes and the resulting landscape features (water cycle & rivers).	I understand that products we use are imported as well as locally produced.	I understand how human activity is influenced by climate and weather.	I can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.	I can use digital maps to investigate features of an area.
	I can recognise broad land-use patterns of the UK.					I can identify and use the eight points of a compass.	

Year 5 History	Chronological Awareness	Historical Knowledge and Understanding	Interpretations of History	Historical Enquiry	Organisation and Communication
	I can show understanding of chronology by demonstrating that the past can be divided into different periods of time. I can describe the characteristic features of past societies and periods.	I can demonstrate knowledge by describing some of the significant events, people and changes for periods studied. I can describe some of the main causes and effects of events and changes.	I can identify some of the ways in which the past is represented.	I can ask and answer questions about the past by using historical sources. I can select useful sources to when carrying out enquiries.	I can select, organise and communicate historical information in a variety of ways. I can recognise and make some use of dates and key terms in my work.
		I am beginning to give a few reasons for, and results of main events and changes			

Year 5 Music	Performing	Composing	Listening and Appraising
	Make a sound on several instruments. Sing a song, keeping in time with others.	Repeat simple rhythms. Create a musical pattern to a steady beat.	Explain how music makes you feel. To make improvements to work.
	Sing in tune with expression.	Join together different layers of sound meaningfully.	Confidently talk about music and identify some musical elements in listening examples.
	To perform both vocally and on instruments with an awareness and confidence to use some of the musical elements.	Compose using musical elements as a framework and be able to explain choices.	Recognise some musical sounds and symbols.
	Play and sing loudly and quietly.	Choose sounds to represent basic ideas.	To be able to identify a range of musical features in listening examples.
	Play a simple pattern to a steady beat.	Create a musical pattern using sounds.	
	Play simple parts with a limited range of notes.	Use and interpret staff notation.	

Year 5 PE	Swimming	Gymnastics	Table Tennis	Football	Hockey	Rugby	Volleyball
	I can swim competently, confidently and proficiently over a distance of at least 20 metres	You can explain why a warm up is important.	You can demonstrate the correct grip and stance.	You can make accurate passes over short distances.	You can move and push the ball along.	You can demonstrate a tag tackle in a game.	You can perform a volley on your own.
	I can use a range of strokes e.g. front crawl, backstroke, breaststroke	You can perform a variety of balances.	You can demonstrate a throw-hit-catch with a partner.	You can dribble the ball with some control.	You can stop the ball when required to.	You can pass the ball backwards to a teammate.	You can perform a volley to a partner.
	I can perform a self-rescue	You can perform a variety of rolls.	You can demonstrate a forehand shot.	You have a basic understanding of the rules of football.	You can demonstrate a push pass.	You can catch a pass from a team mate.	You can perform a volley in a game situation.
		You can create a basic floor routine with help.	You can explain how many times the ball is allowed to bounce on each side of the table.	When playing in a conditioned game you can be an effective part of a team.	You can explain the basic rules of hockey.	You can run with the ball in 2 hands.	Can throw the ball over the net to serve.

Year 5 PE	Rounders	Athletics	Cricket	OAA	Dance	Fitness
	You can catch and throw underarm with some accuracy.	You can perform a standing long jump correctly.	You can successfully throw and catch the ball with a partner over a distance of 4m.	You can complete a basic orienteering course.	You can show a basic control in musicality.	You can demonstrate a consistent pace for 1.30 minutes.
	You can make contact in batting some of the time in practice and game situations against a bowler who bowls to you.	You can throw a howler 5m.	You can demonstrate a basic bowling action.	You can name some symbols on a map.	You can contribute ideas of how to develop your dance to your group.	You can explain what circuit training looks like.
	You can explain the basic rules of rounders.	You can demonstrate the difference between sprinting and longer distance running.	You can hit a non-moving ball to a target area.	You can plan a basic course with help.	You can develop your dance with guidance.	You can explain why it is important to warm up.
	You can run to retrieve a ball and pass to a nearby position	You can pass and receive a relay baton with some control.	You can demonstrate batting, bowling, throwing and catching with some control.	You can identify markers in front of me on the map.	You can demonstrate mirror, canon or unison in your performance.	You participate in a circuit.

Year 5 Religious Education					
	I can explain what different symbols and signs represent.	I can begin to ask relevant questions and comment about issues in response to the learning.	I can listen and contribute to class discussion.	I can make links between beliefs, stories and practices.	I am able to respond to issues raised and begin to relate them to aspects of my own life.
	I can describe what different artefacts represent and how they are used.	I can ask important questions about life and compare my ideas with those of other people.	I am beginning to gather, select and organise information using a range of sources.	I can retell or discuss the meanings of different Old and New Testament stories, explaining the meaning behind them.	I can organise and present my work using a range of different styles.
	I can compare different aspects of world faiths and features within them.	I can suggest reasons why people are religious and why we learn about different faiths and cultures.	I can use religious vocabulary to show some of the different ways in which people show their beliefs.	I can describe what a believer might learn from a religious story.	
	I can use key words with reasonable accuracy to describe the main features of a religious tradition or concept.			I can explore simple ideas from different perspectives.	