



Y5 National Curriculum Objectives: Core Subjects

Scholarpack Statements

Reading

Reading	Word Reading	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	5
Reading	Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	5
Reading	Word Reading	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	5
Reading	Word Reading	Re-read and read ahead to check for meaning.	5
Reading	Reading Comprehension	Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.	5
Reading	Reading Comprehension	Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.	5
Reading	Reading Comprehension	Identify significant ideas , events and characters and discuss their significance.	5
Reading	Reading Comprehension	Learn poems by heart. for example, narrative verse, haiku.	5
Reading	Reading Comprehension	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	5
Reading	Reading Comprehension	Use meaning-seeking strategies to explore the meaning of words in context.	5
Reading	Reading Comprehension	Use meaning - seeking strategies to explore the meaning of idiomatic and figurative language.	5
Reading	Reading Comprehension	Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.	5
Reading	Reading Comprehension	Identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words- to impact on the reader.	5

Reading	Reading Comprehension	Draw inferences such as inferring characters' feelings, thought sand motives from their actions.	5
Reading	Reading Comprehension	Justify inferences with evidence from the text.	5
Reading	Reading Comprehension	Make predictions from what has been read.	5
Reading	Reading Comprehension	Summarise the main ideas drawn from a text.	5
Reading	Reading Comprehension	Identify the effect of the context on a text. for example, historical or other cultures.	5
Reading	Reading Comprehension	Identify how language, structure and presentation contribute to the meaning of a text.	5
Reading	Reading Comprehension	Express a personal point of view about a text, giving rea sons.	5
Reading	Reading Comprehension	Make connections between other similar texts, prior knowledge and experience.	5
Reading	Reading Comprehension	Compare different versions of texts and talk about their differences and similarities.	5
Reading	Reading Comprehension	Listen to and build on others' ideas and opinions about a text.	5
Reading	Reading Comprehension	Present an oral overview or summary of a text.	5
Reading	Reading Comprehension	Present the author's viewpoint of a text.	5
Reading	Reading Comprehension	Present a personal point of view based on what has been read.	5
Reading	Reading Comprehension	Listen to others' personal point of view.	5
Reading	Reading Comprehension	Explain a personal point of view and give reasons.	5
Reading	Reading Comprehension	Know the difference between fact and opinion.	5
Reading	Reading Comprehension	Use knowledge of structure of text type to find key information.	5
Reading	Reading Comprehension	Use text marking to identify key information in a text.	5
Reading	Reading Comprehension	Make notes from text marking.	5

Reading	Reading Exceeding Statements	Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE).	5
Reading	Reading Exceeding Statements	Adapt own opinion in the light of further reading or others' ideas.	5
Reading	Reading Exceeding Statements	Identify formal and informal language .	5
Reading	Reading Exceeding Statements	Know the features of different narrative text types, for example, adventure, fantasy, myths.	5
Reading	Reading Exceeding Statements	Compare texts by the same writer.	5
Reading	Reading Exceeding Statements	Compare texts by different writers on the same topic.	5
Reading	Reading Exceeding Statements	Summarise key information from different texts.	5

Reading	Reading Exceeding Statements	Empathise with different character's points of view.	5
Reading	Reading Exceeding Statements	Infer meaning using evidence from the text and wider reading and personal experience.	5
Reading	Reading Exceeding Statements	Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.	5
Reading	Reading Exceeding Statements	Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.	5
Reading	Reading Exceeding Statements	Know how the way a text is organised supports the purpose of the writing.	5
Reading	Reading Exceeding Statements	Use scanning and text marking to find and identify key information.	5

Writing

Writing	Transcription	Form verbs with prefixes. for example, dis, de, mis, over and re.	5
Writing	Transcription	Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.	5
Writing	Transcription	Understand the general rules for adding prefixes and suffixes above.	5
Writing	Transcription	Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	5
Writing	Transcription	Distinguish between homophones and other words which are often confused.	5
Writing	Transcription	Spell identified commonly misspelt words from Year 5 and 6 wordlist.	5
Writing	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	5
Writing	Transcription	Use a thesaurus.	5
Writing	Transcription	Use a range of spelling strategies.	5
Writing	Transcription	Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.	5
Writing	Transcription	Choose the writing implement that is best suited for a task (e.g. quick notes, letters).	5
Writing	Composition	Know the audience for and purpose of the writing.	5
Writing	Composition	Use the features and structures of text types taught so far.	5

Writing	Composition	Use grammatical features and vocabulary appropriate for the text types taught so far.	5
Writing	Composition	Start sentences in different ways.	5
Writing	Composition	Use sentence starters to highlight the main idea.	5
Writing	Composition	Develop characters through action and dialogue.	5
Writing	Composition	Establish viewpoint as the writer through commenting on characters or events.	5
Writing	Composition	Show how grammar and vocabulary choices create impact on the reader.	5
Writing	Composition	Choose vocabulary to engage and impact on the reader.	5
Writing	Composition	Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.	5
Writing	Composition	Add well-chosen detail to interest the reader.	5
Writing	Composition	Summarise a paragraph or event.	5
Writing	Composition	Organise writing into paragraphs to show different information or events.	5
Writing	Composition	Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.	5
Writing	Composition	Use modal verbs or adverbs to indicate degrees of possibility.	5
Writing	Composition	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	5
Writing	Composition	Use commas to clarify meaning or avoid ambiguity in writing.	5
Writing	Composition	Use brackets, dashes or commas to indicate parenthesis.	5
Writing	Composition	Assess the effectiveness of their own and others' writing.	5
Writing	Composition	Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	5
Writing	Composition	Ensure the consistent and correct use of tense throughout a piece of writing.	5
Writing	Composition	Ensure correct subject and verb agreement when using singular and plural.	5
Writing	Composition	Distinguish between the language of speech and writing.	5
Writing	Composition	Distinguish between the formal and informal spoken and written language.	5
Writing	Composition	Proof-read for spelling and punctuation errors.	5
Writing	Composition	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	5

Writing	Writing Exceeding Statements	Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.	5
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Writing	Writing Exceeding Statements	Use changes in time and place to guide the reader through the text.	5
Writing	Writing Exceeding Statements	Use paragraphs to organise information logically and shape a non-fiction text effectively.	5
Writing	Writing Exceeding Statements	Sustain and develop ideas within a paragraph, introducing it with a topic sentence.	5
Writing	Writing Exceeding Statements	Close text with reference to its opening.	5
Writing	Writing Exceeding Statements	Re-order sentences to create impact on the reader.	5
Writing	Writing Exceeding Statements	Use expanded noun phrases to add well thought out detail to writing.	5
Writing	Writing Exceeding Statements	Use punctuation to clarify meaning of sentences - commas to mark phrases and clauses.	5
Writing	Writing Exceeding Statements	Use dialogue effectively and punctuate it accurately.	5

Spoken Language

Spoken Language	Spoken Language	Engage the interest of the listener by varying their expression and vocabulary.	5
Spoken Language	Spoken Language	Adapt spoken language to the audience, purpose and context.	5
Spoken Language	Spoken Language	Explain the effect of using different language for different purposes.	5
Spoken Language	Spoken Language	Develop ideas and opinions with relevant detail.	5
Spoken Language	Spoken Language	Express ideas and opinions, justifying a point of view.	5
Spoken Language	Spoken Language	Show understanding of the main points, significant details and implied meanings in a discussion.	5
Spoken Language	Spoken Language	Listen carefully in discussions, make contributions and ask questions that are responsive to others 'ideas and views.	5
Spoken Language	Spoken Language	Begin to use Standard English in formal situations.	5
Spoken Language	Spoken Language	Begin to use hypothetical language to consider more than one possible outcome or solution .	5
Spoken Language	Spoken Language	Perform own compositions, using appropriate intonation and volume so that meaning is clear.	5
Spoken Language	Spoken Language	Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.	5
Spoken Language	Spoken Language	Understand and begin to select the appropriate register according to the context.	5
Spoken Language	Spoken Language	Understand and begin to select the appropriate register according to the context.	5

Spoken Language	Spoken Language Exceeding Statements	Organise and shape a talk, making connections between ideas and drawing on different points of view.	5
Spoken Language	Spoken Language Exceeding Statements	Use Standard English appropriately.	5
Spoken Language	Spoken Language Exceeding Statements	Use persuasive language and techniques to influence the listener.	5
Spoken Language	Spoken Language Exceeding Statements	Show understanding of how and why language choices vary in their own and others' talk in different contexts.	5
Spoken Language	Spoken Language Exceeding Statements	Sustain listening to different sources, retaining or noting key information.	5
Spoken Language	Spoken Language Exceeding Statements	Speak in extended turns to express ideas and opinions, with some relevant detail.	5
Spoken Language	Spoken Language Exceeding Statements	Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context.	5
Spoken Language	Spoken Language Exceeding Statements	Listen to others in discussion and link own ideas clearly to others' views .	5

Maths

Mathematics	Number, Place Value and Calculation	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	5
Mathematics	Number, Place Value and Calculation	I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	5
Mathematics	Number, Place Value and Calculation	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	5
Mathematics	Number, Place Value and Calculation	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals, =	5

Mathematics	Number, Place Value and Calculation	I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	5
Mathematics	Number, Place Value and Calculation	I can solve number problems and practical problems that involve all of the above	5
Mathematics	Number, Place Value and Calculation	I can add and subtract numbers mentally with increasingly large numbers	5
Mathematics	Number, Place Value and Calculation	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	5
Mathematics	Number, Place Value and Calculation	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	5
Mathematics	Number, Place Value and Calculation	I can recall multiplication and division facts for all multiplication tables up to 12×12	5
Mathematics	Number, Place Value and Calculation	I can multiply numbers up to 4 digits by a one digit number using a formal written method	5
Mathematics	Number, Place Value and Calculation	I can multiply numbers up to 4 digits by a two-digit number using a formal written method, including long multiplication	5
Mathematics	Number, Place Value and Calculation	I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	5
Mathematics	Number, Place Value and Calculation	I can multiply and divide numbers mentally drawing upon known facts	5
Mathematics	Number, Place Value and Calculation	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	5
Mathematics	Number, Place Value and Calculation	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	5
Mathematics	Number, Place Value and Calculation	I can recognise and use square numbers and cube numbers, and the notation for squared and cubed	5
Mathematics	Number, Place Value and Calculation	I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	5
Mathematics	Number, Place Value and Calculation	I can establish whether a number up to 100 is prime and recall prime numbers up to 19	5
Mathematics	Number, Place Value and Calculation	I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes	5
Mathematics	Number, Place Value and Calculation	I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	5
Mathematics	Number, Place Value and Calculation	I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	5

Mathematics	Number, Place Value and Calculation	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	5
Mathematics	Number, Place Value and Calculation	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	5
Mathematics	Number, Place Value and Calculation	I can read, write, order and compare numbers with up to three decimal places	5
Mathematics	Number, Place Value and Calculation	I can round decimals with two decimal places to the nearest whole number and to one decimal place	5
Mathematics	Number, Place Value and Calculation	I can compare and order fractions whose denominators are all multiples of the same number	5
Mathematics	Number, Place Value and Calculation	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	5
Mathematics	Number, Place Value and Calculation	I can read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)	5
Mathematics	Number, Place Value and Calculation	I can recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred"	5
Mathematics	Number, Place Value and Calculation	I can write percentages as a fraction with denominator 100 as a decimal fraction	5
Mathematics	Number, Place Value and Calculation	I can add and subtract fractions with the same denominator and multiples of the same number	5
Mathematics	Number, Place Value and Calculation	I can recognise mixed numbers and improper fractions and convert from one form to the other	5
Mathematics	Number, Place Value and Calculation	I can write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	5
Mathematics	Number, Place Value and Calculation	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	5
Mathematics	Number, Place Value and Calculation	I can solve problems involving numbers up to three decimal places	5
Mathematics	Number, Place Value and Calculation	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 with a denominator of a multiple of 10 or 25	5
Mathematics	Measurement	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	5
Mathematics	Measurement	I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes	5
Mathematics	Measurement	I can estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	5

Mathematics	Measurement	I can solve problems involving converting between units of time	5
Mathematics	Measurement	I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	5
Mathematics	Measurement	I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	5
Mathematics	Measurement	I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	5
Mathematics	Geometry	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations	5
Mathematics	Geometry	I know angles are measured in degrees. I can draw given angles and measure them in degrees ($^{\circ}$).	5
Mathematics	Geometry	I can identify angles at a point and one whole turn (total 360°)	5
Mathematics	Geometry	I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)	5
Mathematics	Geometry	I can identify other multiples of 90°	5
Mathematics	Geometry	I can estimate and compare acute, obtuse and reflex angles	5
Mathematics	Geometry	I can use the properties of rectangles to deduce related facts and find missing lengths and angles	5
Mathematics	Geometry	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles	5
Mathematics	Geometry	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	5
Mathematics	Statistics	I can complete, read and interpret information in tables, including timetables	5
Mathematics	Statistics	I can solve comparison, sum and difference problems using information presented in a line graph	5

Science

Science	Working Scientifically	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	5
Science	Working Scientifically	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	5
Science	Working Scientifically	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	5
Science	Working Scientifically	Use test results to make predictions to set up further comparative and fair tests.	5
Science	Working Scientifically	Report and present 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.	5
Science	Working Scientifically	Identify scientific evidence that has been used to supporter refute ideas or arguments.	5
Science	Working Scientifically	GD: Explore different ways to test an idea, choose the best way and give reasons.	5
Science	Working Scientifically	GD: Vary one factor whilst keeping the others the same in an experiment.	5
Science	Working Scientifically	GD: Use information to help make a prediction.	5
Science	Working Scientifically	GD: Explain (in simple terms) a scientific idea and what evidence supports it.	5
Science	Living Things and their Habitats	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	5
Science	Living Things and their Habitats	Describe the life process of reproduction in some plant sand animals.	5
Science	Living Things and their Habitats	GD: Observe their local environment and draw conclusions about life-cycles, for example, the vegetable garden or plants in a shrubbery.	5
Science	Living Things and their Habitats	GD: Create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies.	5
Science	Animals including Humans	Describe the changes as humans develop to old age.	5
Science	Earth and Space	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	5
Science	Earth and Space	Describe the movement of the Moon relative to the Earth.	5
Science	Earth and Space	Describe the Sun, Earth and Moon as approximately spherical bodies.	5

Science	Earth and Space	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	5
Science	Earth and Space	GD: Compare the time of day at different places on the earth.	5
Science	Forces and Magnets	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	5
Science	Forces and Magnets	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	5
Science	Forces and Magnets	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	5
Science	Forces and Magnets	GD: Describe and explain how motion is affected by forces, for example, including gravitational attractions, magnetic attraction and friction.	5
Science	Forces and Magnets	GD: GD: Work out how water can cause resistance to floating object	5
Science	Properties and Changes of Materials	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.	5
Science	Properties and Changes of Materials	Know that some materials will dissolve in liquid to form a solution.	5
Science	Properties and Changes of Materials	Describe how to recover a substance from a solution.	5
Science	Properties and Changes of Materials	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	5
Science	Properties and Changes of Materials	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	5
Science	Properties and Changes of Materials	Demonstrate that dissolving, mixing and changes of state are reversible changes.	5
Science	Properties and Changes of Materials	GD: Describe methods for separating mixtures, for example, filtration, distillation.	5
Science	Properties and Changes of Materials	GD: Work out how water can cause resistance to floating objects.	5
Science	Materials - Chemistry	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.	5