

Maths Targets

Year 5

PERIMETER AND AREA

I can find unknown lengths on rectilinear shapes using my understanding of perimeter and area.

I can calculate and compare the area of rectangles using cm^2 and m^2 including from scale drawings.

I can estimate the area of irregular shapes.

I can measure and calculate the area of shapes that need to be divided into rectangles (composite rectilinear shapes) in cm^2 and m^2 .

I can measure and calculate the perimeter of shapes that need to be divided into rectangles (composite rectilinear shapes) in cm and m.

STATISTICS

I can decide which representations of data are most appropriate and explain why.

I can complete, read and interpret information presented in tables and other graphical representations.

I can solve comparison, sum and difference problems using information presented in line graphs.

SHAPE

I can find missing lengths and angles in rectangles using my knowledge of related facts.

I can calculate missing angles on a straight line (180°) or at a point (360°) or within a right angle (90°).

I can identify 3D from 2D representations.

I can identify regular and irregular shapes using my knowledge of length of sides and angles.

I can draw and measure given angles in degrees.

I can identify and compare acute, obtuse and reflex angles.

POSTION AND DIRECTION

I can identify, describe and draw the position of a shape on a grid after a translation.

I can identify, describe and draw the position of a shape on a grid after a reflection on a line parallel to the axis.

PLACE VALUE

I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.

I can read, write, order and compare numbers to 1,000,000 and determine the value of each digit.

BROCKTON C.E. PRIMARY SCHOOL

LEARNING LADDERS

READING, WRITING AND MATHS YEAR 5

Name _____

Class _____



New Curriculum & Changes to Assessment

BACKGROUND

In September 2014, schools teaching KS1 and KS2 pupils took on a new Primary National Curriculum. This now applies to all pupils, except for those in Year 2 and 6 who are still working on the old curriculum for maths and English.

The government wanted to provide schools with a slimmed down curriculum that ensure that the core principles were outlined, whilst giving teachers more freedom with the breadth of the content. This is particularly the case in the foundation subjects where key principles have been shared but the 'topics' for driving this can be wide ranging.

The new maths and English curriculums are aimed at further raising standards nationally and many objectives have been moved into lower year groups as children are expected to grasp key skills more quickly.

With the change in curriculum expectations comes a change in assessment. Children who are currently in Year 2 and Year 6 will continue with the previous maths and English curriculum and its end of year assessment procedures, but children in Year 1, 3, 4 and 5 will no longer be assessed using 'Levels'.

The government felt that schools should have greater autonomy in deciding how they assess pupil achievement, and that the Levels system had become out-dated and was no longer fit for purpose. It was also felt that parents did not feel that Levels were clear enough in explaining their child's attainment and progress.

We will be trialling a new Learning Ladders system for the purposes of target setting, reporting, assessing and recording. This project was recognised by the Department for Education earlier this year and is being adopted by schools nationally.

Maths Targets

Year 5

DECIMALS

I can read, write, order and compare numbers that have a mixture of 1,2 or 3 decimal places.

I can recognise and 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 to one decimal place.

I can compare and order whole numbers and decimals with up to 2 decimal places.

PERCENTAGE AND RATIO

I can recognise and understand % as part of 100 and write a % as a fraction and a decimal.

PROBLEM SOLVING

I can investigate a problem involving place value and properties of number and present my investigation in a clear and organised way.

I can use all 4 operations to solve equivalence statements (eg $5x? = 18+12$)

I can solve multi step problems involving a combination of any of the 4 operations.

I can solve problems involving multiplication and division including scaling by simple fractions.

I can solve division problems interpreting remainders in context and adjusting answer appropriately.

I can solve addition and subtraction multi-step problems in context, deciding which operations to use and why.

I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

PROPERTIES OF NUMBER

I can recognise squared and cubed numbers and use the correct notations.

I can recognise and describe linear number sequences including those involving fractions and decimals and find the term to term rule eg add half.

I can work out if a number up to 100 is a prime number and have a quick recall of all prime numbers to 19.

I can know and use vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

I can identify multiples and factors including finding all factor pairs of a number and common factors of 2 numbers.

MEASURES

I can understand and use approximate equivalences between metric units and common imperial units (inches, pounds, pints).

I can estimate volumes and capacity and explore these concepts using practical materials.

I can use all 4 operations to solve problems involving length, mass, capacity and scaling.

I can convert between different units of measure using my understanding of \times and \div by 10, 100 and 1000.

TIME

I can solve problems involving time including reading simple time tables.

I can solve problems which involve converting between units of time eg expressing the answer as days and weeks.

Maths Targets Year 5

TIMES TABLES

I can quickly recall all the multiplication and division facts for tables up to 12x12 and can use them confidently in larger calculations.

ADDITION

I can add a mix of whole numbers and decimals with different numbers of decimal places using column addition.

I can use rounding to estimate and check answers to calculations.

I can add large numbers in different contexts using formal column addition.

SUBTRACTION

I can subtract a mix of whole numbers and decimals with different numbers of decimal places using column subtraction.

I can use rounding to check answers to calculations.

I can subtract large numbers using formal column subtraction.

MULTIPLICATION

I can multiply TO x TO using long multiplication.

I can multiply TO x TO using an expanded written strategy.

I can multiply TO x TO using diagrams, grids and arrays.

I can use related facts to multiply multiples of 10 and 100 eg $2 \times 3 = 6$, $20 \times 30 = 600$

I can use a formal vertical method to multiply HTO, THHTO and whole numbers with up to 2 decimal places (eg money) by 0.

DIVISION

I can begin to represent a remainder as a fraction or decimal.

I can solve more complex problems involving division including with remainders and round the answer appropriately using short division.

FRACTIONS

I can multiply proper fractions and mixed numbers by a whole number using diagrams and concrete apparatus.

I can add and subtract fractions with denominators in the same fraction family.

I can compare and order fractions where denominators are in the same fraction family.

I can add and subtract fractions with the same denominators including recognising and converting improper fractions.

I can recognise and convert improper fractions to mixed numbers.



How do Learning Ladders Work?

'Learning Ladders' is an assessment system involving a set of ladders for the core subjects of reading, writing and maths. Each of these ladders divides the new curriculum up into key skills, and the rungs on the ladders are then the key milestones. The ladders depict the progression steps that children will make in their learning.

'Learning Ladders' is primarily an assessment tool to be used by teachers within school to replace Assessing Pupils Progress (APP) sheets for assessment and record keeping. However we felt that as parents, you would be interested in knowing the key skills that your child would be expected to achieve for their age, to allow you to appropriately support your child's learning, so we have adapted the ladders to show the key skills in reading, writing and maths for each year group.

This 'Learning Ladder' Booklet for Parents provides you with attainment statements for reading, writing and maths to help you understand what they will be learning at school.



Writing Targets

Year 5

ORGANISATION

I can include some significant interaction between characters through action, description and character responses. Character development helps to move the story forwards.

In my writing, characterisation is evident, through direct and reported speech.

In my writing, the setting is used to create mood.

I can write in a given style successfully if they refer to the tricks of the trade'.

I can address the reader .

PURPOSE

I can use connectives within a paragraph, to link the sentences e.g secondly, furthermore.

My paragraph structure is controlled to shape a story e.g 5 paragraph structure involving a build-up, conflict and resolution.

I can use shifts in time and place to shape a story and guide a reader through the text e.g by introducing a new section to draw attention to the main event.

GRAMMAR GIANTS

I can ensure the consistent and correct use of tense throughout a piece of writing.

I can proof-read for spelling and punctuation errors.

I can use a colon to introduce a list.

I can use relative clauses beginning with: who, which, where, when, whose and that .

WORD WONDER

I can choose words for deliberate effect, e.g stationery rather than Stopped.

My vocabulary choices are more thoughtful – using a thesaurus to extend range of words used .

SUPER SPELLER

I can spell words with silent letters.

I can spell words with the endings – cious and –tious.

I know and use the 'l before e' rule following the c.

HANDWRITING HERO

I can choose which shape of a letter to use when given choices and decide whether to join specific Letters.

I can choose a writing implement which is best suited to a task.

Reading Targets

Year 5

DECODER

I can respond to more sophisticated punctuation.

I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.

I can work out the pronunciation of homophones, using the context of the sentence.

COMPREHENDER

I can summarise the main ideas drawn from more than one paragraph.

I can discuss complex narrative plots.

READING DETECTIVE

I can draw information from different parts of the text to infer meaning.

I can discuss moods, feelings and attitudes using inference.

I can recognise different points of view.

LANGUAGE LOVER

I can identify and describe the styles of individual writers and poets.

I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.

I can use language features of a range of non-fiction text-types to support understanding.

RESPONDER

I am able to talk about themes in a story and recognise thematic links with other texts.

I can talk about the author's techniques for describing characters, settings and actions.

I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts eg '*he has only mentioned the bad points about air travel.*'

BIG READER

I can compare the openings of a particular novel with the beginnings of other novels read recently.

I understand that texts reflect the time and culture in which they were written.

I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.