Mathematics

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10,100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/2 digit
- Divide up to 4-digits by 1-digit
- Multiply and divide whole numbers and decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

Eileen Wade

Primary

This leaflet contains the national age related expectations for the end of Year 5. These will be worked on throughout the year in class but any extra support you can provide for your child is greatly appreciated.

If you are unsure about how we teach any element of the Mathematics Curriculum please do log on to **Maths with Parents** to view examples and videos associated with our current in-class topics.

Some of the terms and phrases being used may be new to you so please do drop in and ask!

Writing

- Add phrases to make sentences more precise and detailed.

- Use range of sentence openers – judging the impact or effect needed.

- Begin to adapt sentence structure to text type.

- Use pronouns to avoid repetition.

- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).

- Use the following to indicate parenthesis:
  - □ brackets
  - □ dashes
  - □ comma

- Use commas to clarify meaning or avoid ambiguity.

- Link clauses in sentences using a range of subordinating and coordinating conjunctions.

- Use verb phrases to create subtle differences (e.g. she began to run).

- Consistently organize into paragraphs.

- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

- Write legibly, fluently and with increasing speed.

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.

- Compare between two texts.

- Appreciate that people use bias in persuasive writing.

- Appreciate how two people may have a different view on the same event.

- Draw inferences and justify with evidence from the text.

- Vary voice for direct or indirect speech.

- Recognise clauses within sentences.

- Explain how and why a writer has used clauses to add information to a sentence.

- Use more than one source when carrying out research.

- Create a set of notes to summarise what has been read.

Useful things to know about Cedar Class!

- PE is Monday and Friday afternoon
- Homework is given out Friday and due in on Wednesday
- Spellings are given out on Monday and tested on Friday
- Reading raffles are drawn at the end of each half term – only reads signed by an adult will be counted!

You can keep up to date with what we are up to by looking out for our journal

*posts on **Seesaw**.*