Year 5 Curriculum – Key Performance Indicators

Maths	Reading	Writing
Number and place value Reads, writes, orders and compares numbers to at least one million and determines the value of each digit. Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero. **Addition and subtraction** When ready, adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction). Numbers mentally with increasingly large numbers (eg, 12,462 – 2,300 – 10,162). **Multiplication and division** Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers. Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes. Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the national curriculum document – both to read aloud and to understand the meaning of new words that are met. Increases 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. Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Retrieves, records and presents information from non-fiction. Participates in discussions about books that are read to the child and those that can be read independently. Provide reasoned justifications for their views about a book.	**Composition** Identifies the audience for, and purpose of, the writing. Selects the appropriate form and uses other similar writing as models for their own. Proof-reads for spelling and punctuation errors. Ensures the consistent and correct use of tense throughout a piece of writing. Uses further organisational and presentational devices to structure text and to guide the reader (eg, headings, bullet points, underlining). Describes settings, characters and atmosphere. **SPaG** Converts nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify). Indicates degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must). Uses devices to build cohesion within a paragraph (eg, then, after that, this, firstly). Uses commas to clarify meaning or avoid ambiguity.

Maths	Reading	Writing
Fractions (including decimals) Compares and orders fractions whose denominators are all multiples of the same number. Reads and writes decimal numbers as fractions; eg, 0.71 = 71/100. Reads, writes, orders and compares numbers with up to three decimal places. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Measurement** Converts between different units of metric measure (eg, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres. Calculates and compares the area of rectangles (including squares) and including using standard units, square centimetres (cm2) and square metres (m2). **Geometry: Properties of shape** Draws given angles and measures them in		

Maths	Reading	Writing
degrees. Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry: position and direction** Covered in Year 6 but taught in Year 5. **Statistics** Completes, reads and interprets information in tables, including timetables.		

Geography	History	Religious Education
Children should be able to: • Collect, analyse and use a range of data to deepen thinking and understand geographical processes • Use resources such as maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS) to interpret geographical information • Communicate geographical information in a variety of ways including using maps and writing information in length	Children should be able to: • Know and understand the history of the British Isles from the earliest times to the present day. How people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world • To understand terms such as empire, civilisation, parliament and peasantry • To link continuity and change, cause and effect, similarity, difference and significance and use them to make connections • To understand methods of historical enquiry including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed • Understand connections between local, regional, national and international history	Through a process of enquiry, children should be able to: • Consider beliefs and sources • Explore comparisons and diversity • Develop language and expression • Develop reasoned responses • Consider questions and look for answers • Explore influences and impact

Art
Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught: • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • About great artists, architects and designers in history