

# Key End Points - for end of year

Year 5



## Ready to Progress Criteria...

### The Humanities

Humanities	Knowledge	Skills
<b>History</b>	<ul style="list-style-type: none"> <li>I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past.</li> <li>I can compare and contrast early and late stages in a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>I can examine causes and results of great events and the impact of these.</li> <li>I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction.</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</li> <li>I can start to explain the Christian belief that Jesus was the Incarnation of God.</li> <li>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</li> <li>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</li> </ul>	<ul style="list-style-type: none"> <li>I can express my own views about Hindu beliefs and whether they make sense to me or not.</li> <li>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>I can use six-figure grid references to build my knowledge of the wider world.</li> <li>I can use plans and a range of different types of graph to show my recordings of the human and physical features in the local area.</li> </ul>

## The Sciences

Sciences		
<b>Maths</b>	<p>Number and Place Value</p> <ul style="list-style-type: none"> <li>● Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</li> <li>● Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</li> <li>● Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</li> <li>● Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</li> <li>● Convert between units of measure, including using common decimals and fractions.</li> </ul> <p>Number Facts</p> <ul style="list-style-type: none"> <li>● Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</li> <li>● Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).</li> </ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>● Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</li> <li>● Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</li> <li>● Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</li> <li>● Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</li> </ul> <p>Fractions, Decimals and Percentages</p> <ul style="list-style-type: none"> <li>● Find non-unit fractions of quantities.</li> <li>● Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</li> <li>● Recall decimal equivalents for <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math> and <math>\frac{1}{10}</math>, and for multiples of these proper fractions.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>● Compare angles, estimate and measure angles in degrees (<math>^{\circ}</math>) and draw angles of a given size.</li> <li>● Compare areas and calculate the area of rectangles (including squares) using standard units.</li> </ul>	
Sciences	<b>Knowledge</b>	<b>Skills</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>● <b>Living things and their habitats:</b> I can describe the life process of reproduction in some plants and animals.</li> <li>● <b>Animals, including humans:</b> I can describe the changes as humans develop to old age.</li> <li>● <b>Properties and changes of materials:</b> I can 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.</li> <li>● <b>Earth and Space:</b> I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>● <b>Forces:</b> I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hypothesis:</b> I use test results to make predictions to set up further comparative and fair tests.</li> <li>● <b>Experiments:</b> I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>● <b>Recording Data:</b> I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs</li> </ul>

Sciences	Knowledge	Skills
<b>Computing</b>	<p><b><u>Computer Systems &amp; Networks</u></b></p> <ul style="list-style-type: none"> <li>I know how sharing information online lets people in different places work together.</li> </ul> <p><b><u>Programming</u></b></p> <ul style="list-style-type: none"> <li>I know how to write complex algorithms with 'if' and 'then' commands.</li> </ul> <p><b><u>Handling Data</u></b></p> <ul style="list-style-type: none"> <li>I know how to use a database to ask and answer real-world questions.</li> </ul>	<p><b><u>Programming</u></b></p> <ul style="list-style-type: none"> <li>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> </ul> <p><b><u>Multimedia</u></b></p> <ul style="list-style-type: none"> <li>I can capture video using a digital device and improve it through reshooting and editing.</li> <li>I can create a vector drawing by combining shapes and using the appropriate tools to achieve a desired effect.</li> </ul>

Sciences	Knowledge	Skills
<b>DT</b>	<ul style="list-style-type: none"> <li><b>Design:</b> I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li><b>Make:</b> I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li><b>Evaluate:</b> I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</li> <li><b>Cooking and Nutrition:</b> I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> </ul>

## The Arts

Arts	Knowledge	Skills
<b>Art</b>	<ul style="list-style-type: none"> <li>They understand when and how to adapt their artwork appropriately and begin to develop their own style.</li> </ul>	<ul style="list-style-type: none"> <li>They can fluently control types of marks made and experiment with different effects and textures.</li> <li>They begin to plan a sculpture through drawing and other preparatory work, and plan and execute how to join parts of the sculpture.</li> <li>They can use a variety of techniques to create different textural and patterned effects (including Batik).</li> </ul>

Arts	Knowledge	Skills
<b>Music</b>	<p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song.</li> </ul> <p><b><u>Singing and Playing</u></b></p> <ul style="list-style-type: none"> <li>To know different ways of writing music down (staff notation, symbols, etc).</li> </ul> <p><b><u>Improvisation and Composing</u></b></p> <ul style="list-style-type: none"> <li>To know notation is the connection between sound and symbol.</li> </ul>	<p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>To compare two songs in the same style and think about what stands out musically in each of them, their similarities and differences.</li> </ul> <p><b><u>Singing and Playing</u></b></p> <ul style="list-style-type: none"> <li>To sing or play from memory with confidence, expression and in tune.</li> </ul>

## Communication and Language

Communication and Language		
<b>Writing</b>	<p>Handwriting</p> <ul style="list-style-type: none"> <li>I continue to produce legible joined handwriting in all areas of my learning.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>I can use word families/root words to support my spellings.</li> <li>I can spell some commonly misspelt words from Year 5 and 6 word list.</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>I can use deliberate vocabulary and sentence types to develop atmosphere in my writing.</li> <li>I can manage shifts in place and time effectively using adverbs, conjunctions and prepositions.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>I can use relative clauses and relative pronouns.</li> <li>I can identify and edit cohesion and standard English errors independently through proofreading of my writing.</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>I can use all taught punctuation correctly in my sentences.</li> </ul>	
Communication and Language		
<b>Reading</b>	<p>Word Reading</p> <ul style="list-style-type: none"> <li>Reads almost all of the Year 5/6 statutory spelling words.</li> <li>Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix.</li> <li>With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.</li> <li>Make comparisons within and across texts e.g. compare two works by one author.</li> <li>Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions.</li> <li>Distinguish fact from opinion, with an awareness of ambiguity.</li> </ul>	
Communication and Language	<b>Knowledge</b>	<b>Skills</b>
<b>MFL</b>	<p>Year beginning 2022-2023:</p> <ul style="list-style-type: none"> <li>Know how to conjugate and use the simple past tense in the first and third person singular. eg: I saw, I went and it had...</li> <li>Build a working knowledge of French phonics and apply this to reading and writing new and unfamiliar words with greater accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand unfamiliar language in context when someone else is speaking, including noticing when adjectives' endings often change to match the noun they are describing.</li> <li>Read unfamiliar words and phrases with greater accuracy and join in with conversations using complex sentences. Build the confidence to read aloud clearly with expression.</li> </ul>

## Mental Wealth and Physical Health

Mental Wealth and Physical Health	Knowledge	Skills
<b>Online Safety</b>	<ul style="list-style-type: none"><li>• <b>Online Bullying:</b> I can describe how to get help for someone who is being bullied online and assess when I need to do or say something or tell someone.</li><li>• <b>Privacy and security:</b> I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</li><li>• <b>Copyright and ownership:</b> I can give examples of content that is permitted to be reused.</li></ul>	<ul style="list-style-type: none"><li>• <b>Health, Wellbeing and lifestyle:</b> I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</li><li>• <b>Privacy and security:</b> I can create and use strong and secure passwords.</li></ul>
Mental Wealth and Physical Health	Knowledge	Skills
<b>PE</b>	<ul style="list-style-type: none"><li>• I understand the value of exercise outside of the school day.</li></ul>	<ul style="list-style-type: none"><li>• I can work as a group and share roles fairly.</li><li>• I can explore, improvise and combine movement ideas fluently and effectively.</li></ul>