

Mathematics Key Objectives

It is vital that your child learns to apply the key mathematical skills outlined below in a real life context.

Use efficient written methods to add and subtract whole numbers and decimals with up to two places

Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers

Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time

Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7 , half of 5.6, double 0.34)

Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle's area

Read and plot coordinates in the first quadrant; recognise parallel and perpendicular lines in grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides

By the end of year 5 the children should have met all of the year 5 objectives and be starting to achieve some of the year 6 objectives.

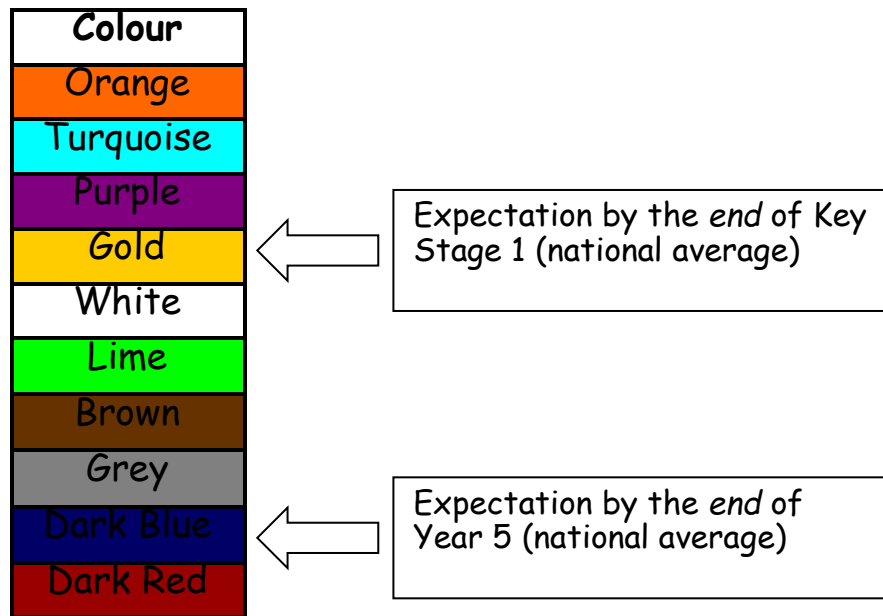


**A guide to the national expectations*
for a child at the end of Year 5**

*Some children will progress beyond this expectation and some will not achieve it until later in their schooling.

Your help and support at home is crucial. The more help and support a child receives at home, the more likely they are to achieve their true potential.

Reading Progression



Reading skills needed for Dark Blue

- I can recognise the gist of a paragraph
- I can follow the development of events and actions in order to infer feelings, motive and viewpoints of characters and the author.
- I can follow the stages in a process or argument to group the main points.
- I understand the relationship between sections of information in texts.
- I understand the function of layout and graphics.
- I can explain the effect of words and phrases precisely.
- I can explore different layers of meaning in figurative language.
- I can evaluate events in the light of a whole narrative, not just the surrounding text.
- I can focus on the main theme of texts as evidence to justify personal opinion, drawing on several aspects of the text to justify them.
- I can identify similarities and differences between texts.

Writing Progression

Below is a sample piece of writing in line with the national average for a child at the end of Year 5

Homer and the Mobile
Tuesday 27th June 2006

"this is such a jolly job!" chuckled Homer as he sped along in his royal mail van. Homer was the rightfull head of the royal mail - the Queen had just hired him three weeks ago. He had just finished his round and was driving home to his evil Aunt Ursular who he loathed. Some of Homer's friends wondered how he managed to stay cheerful living with such an evil person. Ursular wanted everything for herself and she was very rich! Ursular loved letters (if they were for her!) and she wanted to be the head of the royal mail and so she could boss everyone about and see if there were any letters for her before any other postman could get ~~their~~ their hands on them. Ursular had everything you could ever want - except the latest mobile phone wich was encrusted with diamonds and crystals. All of her wealthy friends had it, and she was jealous. As soon as Homer burst through the door into their modern and fashoinable home with a cheerful expression.

"Hrrmmmm," Ursular wondered with a wicked grin on her heavily make - upped face.

"Homer," she bellowed, "i want your job. You can have it back if you go and find the last crystal encrusted mobile for