# Outcomes Booklet

I am a Year 5 Learner

Below are the targets set for **your child** this **half term**. They will complete a range of tasks in school and through their homework to help achieve their targets.

Learning Challenge: **Where in the world have you been?**

English Outcomes

**Reading:**

| Word Reading | Comprehension |
|---|---|
| **Apply phonic knowledge and skills to read unfamiliar words.**<br><br>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.<br><br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.<br><br>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words<br><br>Re-read and read ahead to check for meaning. | Draw inferences such as characters' feelings, thoughts and motives from their actions.<br><br>Identify how language, structure and presentation contribute to the meaning of a text. |

**Writing:**

| Transcription/ Punctuation and Grammar | Composition |
|---|---|
| Link paragraphs using adverbials<br>Use relative clauses<br>"", | Use grammar and vocabulary to create impact on the reader.<br><br>Use stylistic devices to create effect in writing. |

**Spoken Language:**

**Sequencing** *Past/Present Tense Time connectives first, next, after, at the same time, Meanwhile*
**Inferring/Deducing** *Modal verbs – can/could, will/would, must/ought etc I think that it might because, The reason might be, I Imagine that, It could be that, This happened because*
**Giving/following Instructions** *Imperative verbs – put, cut, open etc Sequential connectives – first, next, after, while etc Qualifying Adverbs – quietly, quickly, carefully etc*

**Persuading/Arguing** *I would like to argue that, My first reason is, People claim that, It is argued that, Many believe Connectives-therefore, furthermore, in addition*

## Maths Outcomes

| Number | Measure, Geometry & Statistics |
|---|---|
| Identify multiples and factors for known multiplication facts (up to x12)<br><br>Recognise and use %<br>✓ Write % as a fraction with denominator 100 as a fraction<br>✓ Multiply numbers up to 4 digits by a one-digit number using a formal written method<br>✓ Divide numbers up to 3 digits by a one-digit number using a written method and including remainders appropriately for the context<br>✓ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000<br>✓ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths<br>✓ Read and write decimal numbers as fractions<br>✓ Read, write, order and compare numbers with up to three decimal places<br>✓ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents<br>✓ Compare and order fractions whose denominators are multiples of the same number | Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).<br><br>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.<br><br>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.<br><br>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ($cm^2$) and square metres ($m^2$) and estimate the area of irregular shapes.<br><br>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. |

## Science Outcomes

| Knowledge and understanding | Working scientifically |
|---|---|
| Can you identify the effects of air resistance, water resistance and friction?<br>Can you explain that unsupported objects fall to earth because of gravity?<br>Can you recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect? | Can they work out how water can cause resistance to floating objects?<br>Can they make a prediction with reasons?<br>Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)<br>Can they explain, In simple terms, a scientific idea and what evidence supports it?<br>Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation? |

## Wider Curriculum Outcomes

| History/Geography | Computing | Design and Technology | |
|---|---|---|---|
| Can they locate and name the main countries in South America on a world map and atlas?<br>Can they collect information about a place and use it in a report?<br>Can you map land use?<br>Can you explain how a location fits into its wider geographical location?<br>Can you explain how a location fits into its wider geographical location? | Can you discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? | Can they explain how an algorithm works?<br>Can they detect errors in a program and correct them?<br>Can they present a film for a specific audience and then adapt same film for a different audience? | **DT**<br>Can they produce a detailed step-by-step plan?<br>Can you suggest alternative plans and say the drawbacks and positives?<br>Can you evaluate appearance criteria and function?<br>**ART**<br>Can they use ceramic mosaic to produce a piece of art?<br>Can they organise line, tone, shape and colour to represent figures and forms in movement? |

|  |  |  |  |
|  |  |  |  |