

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: **Who had to 'Keep Calm and Carry On'?**

English Outcomes



Reading:

Word Reading	Comprehension
<p>Apply phonic knowledge and skills to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>Re-read and read ahead to check for meaning.</p>	<p>Interpretation: Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions?</p> <p>Choice: Can you identify and comment on writer's use of language for effect? (For example, precisely chosen adjectives, similes and personification)</p> <p>Context: Can you adapt own opinion in light of further reading or other's ideas?</p> <p>Viewpoint: Can you present a personal point of view based on what has been read? Can you give reasons for a personal point of view?</p>



Writing:

Transcription/ Punctuation and Grammar	Composition
<p>Link paragraphs using adverbials</p> <p>Use relative clauses</p> <p>“”</p>	<p>Use grammar and vocabulary to create impact on the reader.</p> <p>Use stylistic devices to create effect in writing.</p>



Spoken Language:

LC: Can you engage your audience by varying expression and vocabulary?

Sequencing Past/Present Tense Time connectives first, next, after, at the same time, Meanwhile

Describing It is like, I can see, It makes me feel, It has/looks/feels In general, usually, often, It seems that, It appears that, In conclusion etc Positional language

LC: Can you express your point of view?

Expressing/Justifying an opinion I think, My opinion is, It seems to me, According to me Connectives - because, as a result, so, therefore etc

LC: Can you adapt your spoken language depending on the audience, purpose and context?

Reporting Past tense. Time connectives - then, later, at the same time, finally, eventually Also, moreover, and etc

Maths Outcomes



Number	Measure, Geometry & Statistics
<p>Can you solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why?</p> <p>Can you multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?</p> <p>Can you multiply numbers up to 4 digits by a one-digit number using a formal written method?</p> <p>Can you divide numbers up to 3 digits by a one-digit number using a written method and including remainders appropriately for the context?</p> <p>Can you identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths?</p> <p>Can you read and write decimal numbers as fractions?</p> <p>Can you solve comparison, sum and difference problems using information presented in a line graph?</p> <p>Can you complete, read and interpret information in tables, including timetables?</p>	<p>Can you identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed?</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>

Science Outcomes



<u>Knowledge and understanding</u>	<u>Working scientifically</u>
<p>Can you identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers)</p> <p>Can you use recognised symbols when representing a simple circuit in a diagram?</p> <p>Can you compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches?</p>	<p>Can you plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables when necessary?</p> <p>Can you take repeat readings when appropriate?</p>

Wider Curriculum Outcomes



History/Geography	Computing	Creative
<p><u>History</u> Can you draw a timeline with different time periods outlined which show different information?</p> <p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they appreciate how historical artefacts have help us understand more about British lives in the present and past?</p> <p><u>Geography</u> Can you explain how a location fits into its wider geographic location, with reference to human features? (How the land was used in countries involved in WW1)</p>	<p><u>Algorithms</u> Can you combine sequences of instructions and procedures to turn devices on or off?</p> <p><u>Presentation</u> Can you make an information poster using graphic skills to good effect?</p> <p>(Propaganda poster)</p> <p><u>Databases</u> Can you create databases planning the fields, rows and columns?</p>	<p><u>Drawing - Charcoal</u> Can you organise line, tone, shape and colour to represent figures and forms in movement?</p> <p><u>Use of ICT - propaganda art</u> Can you combine graphics and text based on your research?</p>