

Learning in The Kestrels

A Summary of the End of Year Goals



This booklet explains some of the key skills in Personal Development, English and Maths which your child will be developing over the course of this year. Please remember that these are goals for the END of the year.

Personal and Social Development is an important part of the curriculum for our children. Although it is not strictly speaking a 'subject', children's social and emotional wellbeing can be an influencing factor for all areas of learning. This area of development is split under further headings:

SELF CONFIDENCE & SELF AWARENESS

Children can identify positive things about themselves and their achievements. They recognise their mistakes, learn from these experiences and set further personal goals. They are happy to complete a range of tasks in familiar and unfamiliar settings, resourcing themselves independently. They can set appropriate targets for themselves and recognise when they have been successful.

MANAGING FEELINGS & BEHAVIOUR

Children reflect on a range of experiences and associated feelings. They can express feelings in different ways and recognise the impact on others. They take positive actions based on what makes people happy. They know that rules are a way in which a community functions successfully and understand the acceptable and unacceptable reactions to events and circumstances. They show high levels of control in different circumstances. They understand that there may be consequences for the choices they make.

RELATIONSHIPS

Children can take on a role within a team and are able to take turns in being in a leading role. They can demonstrate the ability to contribute in a group or class situation, whilst showing care for others in their group. They recognise where and when they may need to ask for support. They know that relationships can change and can reason with other people about disagreements or discrepancies and work towards making resolutions.

Maths

In Maths, learning is further divided into areas related to number & calculations as well as shape, measurement and statistics (graphs and charts etc). Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	Add and subtract whole numbers with more than 4 digits. Add and subtract numbers mentally with increasingly large numbers (example, $12\,462 - 2300 = 10\,162$)
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Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Compare and order fractions whose denominators are all multiples of the same number.	Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]. (KPI)	Read, write, order and compare 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.	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²).	Draw given angles, and measure them in degrees (°). Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	Complete, read and interpret information in tables, including timetables.

In addition to these KPIs, children will also:

- ~ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- ~ Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- ~ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- ~ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction); use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- ~ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- ~ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- ~ Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- ~ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- ~ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- ~ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 11/5$].
- ~ Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- ~ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places.
- ~ Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.



- ~ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- ~ Estimate the area of irregular shapes. Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water].
- ~ Solve problems involving converting between units of time.
- ~ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- ~ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Identify angles at a point and one whole turn (total 360°) Identify angles at a point on a straight line and ½ a turn (total 180°) Identify other multiples of 90°
- ~ Use the properties of rectangles to deduce related facts and find missing lengths and angles. 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.
- ~ Solve comparison, sum and difference problems using information presented in a line graph.

Reading and Comprehension

Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Increase familiarity with a wide range of books, including myths, legends, traditional stories and books from other cultures and traditions;	Check that the book makes sense, discussing their understanding and exploring the meaning of words in context;	Retrieve, record and present information from non-fiction; KPI
Provide reasoned justifications for their views.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;	

You can support your child by providing a quiet space and time where they read regularly. Avid readers are often those that make excellent progress and attainment in other areas too.

In addition to these KPIs, children will also:

- ~ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; recommend books that they have read to their peers, giving reasons for their choices;
- ~ Identify and discuss themes and conventions in and across a wide range of writing; make comparisons within and across books
- ~ learning a wider range of poetry by heart.
- ~ Ask questions to improve their understanding; draw inferences such as inferring characters' feelings, thoughts and motives from their actions; predict what might happen from details stated and implied;
- ~ Explain and discuss their understanding of what they have read.



Handwriting and Composition

Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Identify the audience for and purpose of the writing;	Describe settings, characters and atmosphere;	Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].
Ensure the consistent and correct use of tense throughout a piece of writing;	Proof-read for spelling and punctuation errors.	

In addition to these KPIs, children will also:

- ~ Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
- ~ Select appropriate grammar and vocabulary;
- ~ Integrate dialogue to convey character and advance the action;
- ~ Assess the effectiveness of their own and others' writing;
- ~ Ensure correct subject and verb agreement when using singular and plural;
- ~ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

- ~ Use further prefixes and suffixes and understand the guidance for adding them.
- ~ Spell approximately 50% of the Year 5/6 Spelling List
- ~ Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- ~ Continue to distinguish between homophones and other words which are often confused.
- ~ Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- ~ Use a thesaurus

Vocabulary, Grammar and Punctuation

Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Converting nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify).	Devices to build cohesion within a paragraph (eg, then, after that, this, firstly)	Use of commas to clarify meaning or avoid ambiguity.
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In addition to these KPIs, children will also:

- ~ Understand and use verb prefixes (eg, dis-, de-, mis-, over- and re-).
- ~ Understand and use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- ~ Indicate degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).
- ~ Use expanded noun phrases to convey complicated information concisely.
- ~ Link ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby) and number (eg, secondly).
- ~ Understand and use brackets, dashes or commas to indicate parenthesis.
- ~ Understand and use terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

