

Learning in The Owls

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 set personal goals for the shorter and longer term, prepare for change and understand that changes are made through effort. They give their best efforts to any activity regardless of preference, persevering to the end of the task, evaluating and changing ideas as necessary during a task. They set challenging but realistic targets for themselves.

MANAGING FEELINGS & BEHAVIOUR

Children can understand a range of feelings and emotions and understand when they are moved by e.g. beauty, kindness, hurt or injustice. They know when it is important to control their emotions and feelings and how to learn to use feelings as a source of growth. They normally react in a well-balanced, mature way to circumstances that arise and can anticipate how to behave in an unfamiliar situation. They take responsibility for themselves and their behaviour and accept the consequences for the choices they make.

RELATIONSHIPS

Children accept that they will not always get their own way and will compromise. They care about other people's feelings and try to see things from their point of view. They are able to take on different roles within a team and identify how they have contributed in whatever capacity. They respect the decisions and rights of other people and use this to resolve differences. They maintain and extend their relationships and relate to adults in a mature manner. They can effectively use the relationship skills of listening, supporting and showing care.

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:

Round any whole number to a required degree of accuracy.	Use negative numbers in context, and calculate intervals across zero.	Multiply multi-digit numbers up to 4 digits by a two-digit whole number.
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Divide numbers up to 4 digits by a two-digit number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Use simple formulae.	Use written division methods in cases where the answer has up to two decimal places.	Solve problems which require answers to be rounded to specified degrees of accuracy.
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
Describe positions on the full coordinate grid (all four quadrants).	Interpret pie charts and line graphs and use these to solve problems.	Calculate and interpret the mean as an average.

In addition to these KPIs, children will also:

- ~ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- ~ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- ~ Identify common factors, common multiples and prime numbers.
- ~ Use their knowledge of the order of operations to carry out calculations involving the four operations.
- ~ Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.
- ~ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 .
- ~ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- ~ Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]. Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$].
- ~ Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$].
- ~ Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Multiply one-digit numbers with up to two decimal places by whole numbers.
- ~ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Convert between miles and kilometres.
- ~ Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].



- ~ Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- ~ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- ~ Construct pie charts and line graphs.
- ~ Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found.

Reading and Comprehension

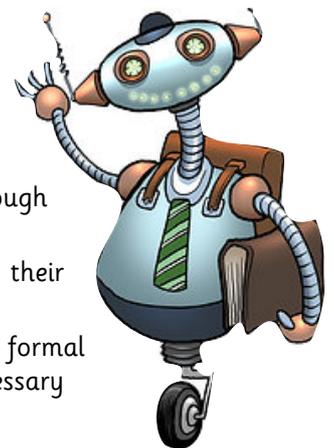
Some end of year goals are more essential and may be referred to as Key Performance Indicators (KPIs). They are found in the boxes below:

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	increasing their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage,	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;	Identify how language, structure and presentation contribute to meaning.	

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;
- ~ Identify and discussing themes and conventions in and across a wide range of writing;
- ~ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- ~ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- ~ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- ~ Distinguish between statements of fact and opinion;
- ~ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



Handwriting and Composition

- ~ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
- ~ Note and develop initial ideas, drawing on reading and research where necessary;
- ~ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- ~ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;

- ~ Precise longer passages;
- ~ Use a wide range of devices to build cohesion within and across paragraphs;
- ~ Propose changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning;
- ~ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Spelling

- ~ Spell all 100 Year 5/6 Spellings
- ~ Use further prefixes and suffixes and understand the guidance for adding them.
- ~ Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- ~ Continue to distinguish between homophones and other words which are often confused.
- ~ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- ~ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use dictionaries to check the spelling and meaning of words
- ~ 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:

<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out - discover; ask for - request; go in - enter).</p>	<p>Use of the passive to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p>	<p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>Use of the colon to introduce a list.</p> <p>Punctuation of statements to list information.</p>
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In addition to these KPIs, children will also:

- ~ How words are related by meaning as synonyms and antonyms (eg, big, large, little).
- ~ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg, He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech).
- ~ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.
- ~ Use of the semi-colon, colon and dash to mark the boundary between independent clauses (eg, It's raining; I'm fed up).
- ~ How hyphens can be used to avoid ambiguity (eg, man eating shark versus man-eating shark, or recover versus re-cover).
- ~ Understand and use terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements.

