

Name: _____ Class: _____

Band 5 — Languages

Listening



b b+ w w+ **s** s+

- ☐ Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.
I can understand the main points from a spoken passage.

- ☐ Identify different ways to spell key sounds, and select the correct spelling of a familiar word.
I can match the spoken version of most words I know to the correct spelling.

Band 5 — Languages

Speaking



b b+ w w+ **s** s+

- ☐ Take part in conversations and express simple opinions giving reasons.
I can talk about likes and dislikes giving reasons.

- ☐ Adapt known complex sentences to reflect a variation in meaning.
I can make changes to a complex sentence I have heard to create a new sentence with a different meaning.

- ☐ Begin to use intonation to differentiate between sentence types.
I can change my voice to show whether I am asking a question or making a statement.

- ☐ Create a short piece for presentation to an audience.
I can prepare a short speech to say in front of an audience.

Band 5 — Languages

Reading



b b+ w w+ **s** s+

- ☐ Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
I can understand the main points from a short written text.

- ☐ Learn a song or poem using the written text for support.
I can learn a song or poem using the written words to help me.

- ☐ Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.
I can use a dictionary to find new words linked to a topic.

Band 5 — Languages

Writing



b b+ w w+ **s** s+

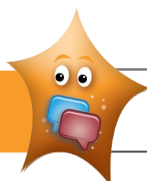
- ☐ Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
I can write phrases and some simple sentences from memory.

- ☐ Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.
I can describe people and things using different adjectives and can use some verbs to say what people are doing.

Name: _____

Class: _____

Band 5 — Languages Grammar



b

b+

w

w+

s

s+

☐
☐

Know how to conjugate some high frequency verbs.

I know the different forms of some common verbs and when to use each form.

☐
☐

Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.

I know how to change an adjective to the correct form if necessary, according to the noun it is linked to.

☐
☐

Adapt sentences to form negative sentences and begin to form questions.

I can change a sentence into a question or a negative sentence.

Name: _____ Class: _____

Band 5 — History

Chronological understanding



b b+ w w+ **s** s+

- ☐ Use dates to order and place events on a timeline.
I can use dates to order and place events on a timeline.

Band 5 — History

History enquiry



b b+ w w+ **s** s+

- ☐ Compare sources of information available for the study of different times in the past.
I can compare sources of information available for the study of different times in the past.

Band 5 — History

Historical interpretations



b b+ w w+ **s** s+

- ☐ Make comparisons between aspects of periods of history and the present day.
I can make comparisons between aspects of periods of history and the present day.
- ☐ Understand that the type of information available depends on the period of time studied.
I can understand that the type of information available depends on the period of time studied.
- ☐ Evaluate the usefulness of a variety of sources.
I can evaluate the usefulness of a variety of sources.

Band 5 — History

Organisation and communication



b b+ w w+ **s** s+

- ☐ Present findings and communicate knowledge and understanding in different ways.
I can present findings and communicate knowledge and understanding in different ways.
- ☐ Provide an account of a historical event based on more than one source.
I can provide an account of a historical event based on more than one source.

Band 5 — History

Understanding of events, people and changes



b b+ w w+ **s** s+

- ☐ Give some reasons for some important historical events.
I can give some reasons for some important historical events.

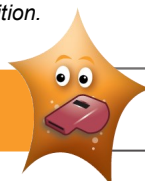
Name: _____ Class: _____

Band 5 — Physical Education Swimming



- ☐ Perform a surface dive.
I can dive below the surface from a float or breaststroke position.
- ☐ Swim over 10m using a range of strokes accurately.
I can swim for a minimum of 10m using a range of strokes effectively.
- ☐ Perform a range of jumps into deep water and tread water when resurfacing.
I can confidently jump into deep water using a range of different shaped jumps.
- ☐ Perform a forward somersault tucked in the water.
I can do a forward roll from a float or breaststroke position.

Band 5 — Physical Education Health and fitness—Diet and hygiene



- ☐ Use scientific language to explain the importance of different minerals and vitamins.
I can explain how different minerals and vitamins can help my body stay healthy.
- ☐ Identify the difference between healthy and unhealthy fats.
I know that some fats are good for me and others can be harmful.
- ☐ Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.
I know that saturated fats can cause heart problems and that I need to have a range of nutrients to help keep me healthy.
- ☐ Begin to work out the amount of exercise needed to burn off food (by using up calories).
I know that the more I exercise the more calories I can burn off.

Band 5 — Physical Education Health and fitness—Healthy bodies

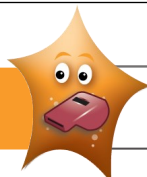


- ☐ Identify the main functions of the circulatory system.
I can explain how my veins and arteries work within my body.
- ☐ Explain how our body systems change during exercise.
I can explain why I sweat, why my heartbeat increases or why I breathe quicker after exercise.
- ☐ Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise.
I know how exercise can help build muscles and how muscles work in pairs to move different body parts.
- ☐ Explain the functions of the internal organs.
I can explain what the main organs in my body do to help keep me alive and healthy.
- ☐ Describe the basic functions of a red and white blood cell.
I know that my red blood cells carry oxygen through my body and white blood cells help fight infection.
- ☐ Understand how our bodies change as we get older and how this effects sporting performance.
I know how my body will change over time and how this has an effect on the things I can do.
- ☐ Explain the importance of joints and describe different types of joints.
I know that my joints enable me to be flexible and that there are many different types of joints including ball & socket / hinge / pivot / etc.

Name: _____ Class: _____

Band 5 — Physical Education

Health and fitness—Healthy mind



b b+ w w+ **S** s+

- ☐ Identify stress and stressful situations and think of ways of dealing with them.
I know what can cause people to be upset or worried and I can suggest ways to help.
- ☐ Identify the value of sleep for our health and explain the possible side effects of lack of sleep.
I know that sleep helps to keep me healthy and that if I don't get enough sleep that it can effect my health and ability to do some things.
- ☐ Identify situations where people may need support with their mental health.
I can tell when someone is not feeling good about something and may need some help.
- ☐ Recommend suitable lifestyles for different age ranges.
I know that as I grow older I will change the amount of exercise and the activities that I do.

Band 5 — Physical Education

Health and fitness—Personal and social



b b+ w w+ **S** s+

- ☐ Begin to reflect on mistakes and see them as an opportunity to learn from.
I know when I have made mistakes and can then use these experiences to change my approach in the future.
- ☐ Identify something he/she is confident in.
I can explain something I am good at.
- ☐ Make links between a balanced lifestyle and being happy.
I know that if I eat well, exercise and look after my hygiene I will 'feel' good.
- ☐ Explain how confidence can affect performance.
I know that if I am confident about doing something I am more likely to do it well and if I am not confident I am less likely to do well.

Band 5 — Physical Education

Skills—Acquiring and developing skills



b b+ w w+ **S** s+

- ☐ Perform a sequence of one footed leaps.
I can make a sequence of one footed leaps using my arms to help move me along.
- ☐ Gallop with a fluid motion.
I can gallop in a steady and rhythmical movement.
- ☐ Dribble a football between cones.
I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball.

Band 5 — Physical Education

Skills—Applying skills and using tactics



b b+ w w+ **S** s+

- ☐ Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.
I can take part in organised games and sports using my skills and tactics to help my team.
- ☐ When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.
I can predict what an opponent might do during a game or activity and alter my performance accordingly.
- ☐ Develop interest in participating in sports activities and events at a competitive level.
I enjoy sports and activities as part of my interests and hobbies.

Band 5 — Physical Education

Skills—Evaluating and improving performance



b b+ w w+ **S** s+

- ☐ Identify different levels of performance and use subject specific vocabulary.
I can work out how well I have performed and describe this using appropriate terms

Name: _____

Class: _____

Band 5— Design and Technology Cooking and Nutrition



b

b+

w

w+

s

s+

☐

Understand the main food groups and the different nutrients that are important for health.
I can understand the main food groups and the different nutrients that are important for health.

☐

Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.
I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.

☐

Select appropriate ingredients and use a wide range of techniques to combine them.
I can select appropriate ingredients and use a wide range of techniques to combine them.

Band 5— Design and Technology Processes



b

b+

w

w+

s

s+

☐

Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product.
I can use my research into existing products and my market research to inform the design of my own innovative product.

☐

Create prototypes to show his/her ideas.
I can create prototypes to show my ideas.

☐

Make careful and precise measurements so that joins, holes and openings are in exactly the right place.
I can make careful and precise measurements so that joins, holes and openings are in exactly the right place.

☐

Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques.
I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.

☐

Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.
I can make detailed evaluations about existing products and my own considering the views of others to improve my work.

☐

Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.
I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable.

☐

Understand how to use more complex mechanical and electrical systems.
I can understand how to use more complex mechanical and electrical systems.

Name: _____ Class: _____

Band 5 — Music



b

b+

w

w+

s

s+

- ☐ Compose complex rhythms from an increasing aural memory.
I can compose complex rhythms using my aural memory.
- ☐ Understand how pulse, rhythm and pitch work together.
I can understand how pulse, rhythm and pitch work together.
- ☐ Improvise with increasing confidence using own voice, rhythms and varied pitch.
I can improvise with increasing confidence using my own voice, rhythms and varied pitch.
- ☐ Sing as part of an ensemble with increasing confidence and precision.
I can sing as part of an ensemble with increasing confidence and precision.
- ☐ Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.
I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.
- ☐ Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.
I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff.
- ☐ Develop an increasing understanding of the history and context of music.
I can develop an increasing understanding of the history and context of music.
- ☐ Listen with attention to detail and recall sounds with increasing aural memory.
I can listen with attention to detail and recall sounds with increasing aural memory.

Name: _____ Class: _____

Band 5 — PE (POS)

Dance



b b+ w w+ **s** s+

- ☐ Create and perform dances using a variety of styles.
I can dance in different styles.
- ☐ Use more than one dance component in a composition.
I can put different dance skills together when I make up a sequence.
- ☐ Link sequences together to create a routine.
I can work with others to combine sequences to make a routine.
- ☐ Suggest and implement improvements to develop a group routine.
I can make a group dance better by making suggestions.

Band 5 — PE (POS)

Games



b b+ w w+ **s** s+

- ☐ Demonstrate confident control of equipment in opposed situations whilst moving.
I can control equipment in a game against other people or a team when I am moving.
- ☐ Combine relevant skills and techniques within the context of a competitive game.
I can use a wide range of skills during a game against other people or other teams.
- ☐ Apply principles suitable for attacking and defending in the context of a competitive game.
I can affect a game by using attack and defence skills.
- ☐ Collaborate as a team to execute tactics.
I can work as part of a team to work towards a collaborative goal.

Band 5 — PE (POS)

Gymnastics



b b+ w w+ **s** s+

- ☐ Accurately perform balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.
I can work on different apparatus and spaces using a variety of accurate balances, jumps, movements and turns.
- ☐ Demonstrate increasing control during sequences on the floor and using apparatus.
I can move with control over a variety of different spaces and apparatus.
- ☐ Employ sustained balance and increased flexibility.
I can use balance and flexibility for longer in sequences.
- ☐ Suggest and implement improved movements to enhance a group sequence.
I can work with a group, making suggestions to make a sequence better.

Name: _____ Class: _____

Band 5 — PE (POS)

Athletics



b

b+

w

w+

s

s+

- ☐ Demonstrate strength, technique and control to improve performance when running, sprinting, throwing and jumping.
I can use my strength, control and technique when I run, sprint, throw and jump.

- ☐ Select appropriate technique intended to optimise strength and agility when competing.
I can choose the best ways to use strength and agility when running, sprinting, jumping and throwing.

- ☐ Combine techniques following instruction (e.g. a running jump).
I can combine different skills to complete a task.

Band 5 — PE (POS)

Evaluating Performance



b

b+

w

w+

s

s+

- ☐ Improve his/her own performance in different physical activities and sports to achieve his/her personal best.
I can analyse and improve my own performance in a range of activities and sports to hit a target.

- ☐ Recognise and identify components of his/her own success.
I can explain what I have done in an activity that has led to success.

Name: _____ Class: _____

Band 5 — Religious Education

Learning about religion—Beliefs and teachings



b b+ w w+ **s** s+

☐

Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.

I can talk about the important features of different religions.

Band 5 — Religious Education

Learning about religion—Religious practices and lifestyles



b b+ w w+ **s** s+

☐

Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.

I can discuss how different religions affect people's lifestyles and behaviour.

Band 5 — Religious Education

Learning about religion—Ways of expressing meaning



b b+ w w+ **s** s+

☐

Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.

I can describe the meaning of a range of religious symbols from different religions.

Band 5 — Religious Education

Learning from religion—Human identity, personality and experience



b b+ w w+ **s** s+

☐

Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.

I can discuss what is important about religion to me and other people.

Band 5 — Religious Education

Learning from religion—Questions of meaning and purpose



b b+ w w+ **s** s+

☐

Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.

I can discuss a range of religious beliefs.

Band 5 — Religious Education

Learning from religion—Values and commitments



b b+ w w+ **s** s+

☐

Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.

I can discuss right and wrong and explain how different beliefs can influence the decisions people make.

Name: _____ Class: _____

Band 5— Geography

Geographical skills and fieldwork



b b+ w w+ **S** s+

- ☐ Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Band 5— Geography

Locational knowledge



b b+ w w+ **S** s+

- ☐ Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.
I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.
- ☐ Recognise the different shapes of countries.
I can recognise the different shapes of countries.
- ☐ Identify the physical characteristics and key topographical features of the countries within North America.
I can identify the physical characteristics and key topographical features of the countries within North America.
- ☐ Know about the wider context of places e.g. county, region and country.
I can show I know about the wider context of places e.g. county, region and country.
- ☐ Know and describe where a variety of places are in relation to physical and human features.
I can describe where a variety of places are in relation to physical and human features.
- ☐ Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.
I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent.

Band 5— Geography

Human and physical geography



b b+ w w+ **S** s+

- ☐ Understand about world weather patterns around the World and relate these to climate zones.
I can understand about weather patterns around the World and relate these to climate zones.
- ☐ Know how rivers erode, transport and deposit materials.
I can explain how rivers erode, transport and deposit materials.
- ☐ Know about the physical features of coasts and begin to understand erosion and deposition.
I can explain about the physical features of coasts and begin to understand erosion and deposition.
- ☐ Understand how humans affect the environment over time.
I can understand how humans affect the environment.
- ☐ Know about changes to world environments over time.
I can explain about changes the to the World environment.
- ☐ Understand why people seek to manage and sustain their environment.
I can understand why people seek to manage and sustain their environment.

Band 5— Geography

Place knowledge

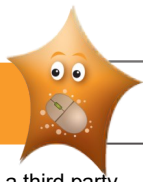


b b+ w w+ **S** s+

- ☐ Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.
I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.

Name: _____ Class: _____

Band 5—Computing Networks

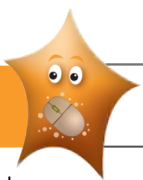


b b+ w w+ **s** s+

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Begin to use internet services to share and transfer data to a third party.
I can use the internet to allow me to share data with another person.

Band 5—Computing Using Computer



b b+ w w+ **s** s+

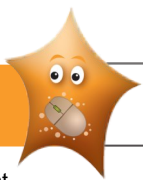
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Independently select and use appropriate software for a task.
I can select appropriate software to use for a given task.

☐
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Independently select, use and combine a variety of software to design and create content for a given audience.
I can confidently use a range of software tools.

Band 5—Computing E-Safety

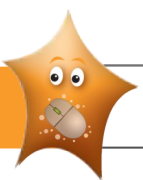


b b+ w w+ **s** s+

☐
☐

Understand the need to only select age appropriate content.
I understand how to choose online content for my age group.

Band 5—Computing Net Searching



b b+ w w+ **s** s+

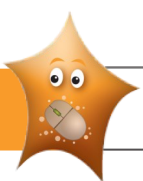
☐
☐

Use filters in search technologies effectively.
I can use more advanced features when searching online.

☐
☐

Use filters in search technologies effectively and appreciates how results are selected and ranked.
I can use a range of search tools to find exactly what I'm looking for.

Band 5—Computing Coding



b b+ w w+ **s** s+

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☐

Design, input and test an increasingly complex set of instructions to a program or device.
I can write increasingly complex programs.

☐
☐

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
I can control external hardware from within my programs.

☐
☐

Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.
I can use loops to repeat tasks within a program.

☐
☐

Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.
I can use IF statements to alter the way my programs run.

☐
☐

Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.
I can explain how increasingly complex algorithms solve a given problem.

Name: _____

Class: _____

Band 5— Art and Design Learning



b b+ w w+ **S** s+

- ☐ **Develop different ideas which can be used and explain his/her choices for the materials and techniques used.**
I can develop different ideas which can be used and explain my choices for the materials and techniques I have used.
- ☐ **Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.**
I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work.
- ☐ **Evaluate his/her work against their intended outcome.**
I can talk about my work and how close it came to what I wanted to do.
- ☐ **Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.**
I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.

Band 5— Art and Design Techniques



b b+ w w+ **S** s+

- ☐ **Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.**
I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions.
- ☐ **Mix colours to express mood, divide foreground from background or demonstrate tones.**
I can mix colours to express mood, divide foreground from background or demonstrate tones.
- ☐ **Develop skills in using clay including slabs, coils and slips.**
I can use a variety of techniques when I use clay, including slabs, coils and slips.
- ☐ **Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.**
I can add a collage to a background that I have already painted, drawn or printed.
- ☐ **Experiment with using layers and overlays to create new colours/textures.**
I can experiment with using layers and overlays to create new colours/textures.
- ☐ **Return to work over longer periods of time and use a wider range of materials.**
I can return to work over longer periods of time and use a wider range of materials.



Name _____ Class _____

Band 5 - Reading

Word Reading



b b+ w w+ **S** s+



- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.**
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Band 5 - Reading

Comprehension



b b+ w w+ **S** s+



- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.



- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions**
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures and traditions



- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.**
I can write or give a detailed book review including reasons why I would recommend the book.



- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.**
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.



- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.**
I can discuss and compare events, issues and characters within a book.



- Maintain positive attitudes to reading and understanding of what he/she reads by preparing 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.**
I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.



- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.**
I can understand what I am reading by checking the book makes sense and finding the meaning of new words from the context.



- Understand what he/she reads by asking questions to improve his/her understanding of complex texts.**
I can ask sensible and interesting questions about the texts to help me understand them more.



- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**
I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.



- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.**
I can predict what might happen in increasingly complex texts by using evidence from the text.



- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**
I can talk about why authors use language, including figurative language, and the impact it has on the reader.



- Distinguish between statements of fact and opinion.**
I can tell the difference between statements of fact and opinion.



- Retrieve, record and present information from non-fiction.**
I can find and write down facts and information from non-fiction texts.



- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others ideas and challenging views courteously.**
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.



Name _____ Class _____

Band 5 - Spoken Language



b

b+

w

w+

S

s+

- ☐ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ☐ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.
- ☐ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ☐ Ask questions to improve his/her understanding.
I can ask questions to improve my understanding.
- ☐ Identify and discuss themes and conventions in and across a wide range of writing.
I can identify and discuss themes and conventions in and across a wide range of writing.
- ☐ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.
- ☐ Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- ☐ Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
- ☐ Pronounce mathematical vocabulary correctly.
I can pronounce mathematical vocabulary correctly.
- ☐ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can know and use the vocabulary of prime numbers, prime factors and composite numbers.
- ☐ Use and understand the terms factor, multiple and prime, square and cube numbers.
I can use and understand the terms factor, multiple and prime, square and cube numbers.
- ☐ 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.
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.
- ☐ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- ☐ Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and talk about how scientific ideas have developed over time.
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time.



Name _____ Class _____

Band 5 - Maths

Number & Place Value



b b+ w w+ **S** S+

- ☐ **Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit, e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits.**
I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.
- ☐ **Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.**
I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.
- ☐ **Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.**
I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.
- ☐ **Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.**
I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- ☐ **Solve number problems and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, interpreting negative numbers and rounding.**
I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, negative numbers and rounding.
- ☐ **Read Roman numerals up to 1000 (M) and recognise years written in Roman numerals.**
I can read Roman numerals up to 1000 and recognise years written in them.

Band 5 - Maths

Addition & Subtraction



b b+ w w+ **S** S+

- ☐ **Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).**
I can add and subtract numbers with more than 4 digits using written methods.
- ☐ **Add and subtract numbers mentally with increasingly large numbers.**
I can add and subtract 2 and 3 digit numbers in my head.
- ☐ **Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.**
I can use rounding to check answers to calculations and determine levels of accuracy.
- ☐ **Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.**
I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.



Name _____ Class _____

Band 5 - Maths

Multiplication & Division



b

b+

w

w+

s

s+



Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
I can find multiples and factors of a number and can identify factors common to 2 different numbers.



Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can use vocabulary relating to prime numbers, prime factors and composite numbers.



Establish whether a number up to 100 is prime and recall prime numbers up to 19.
I can work out if any given number up to 100 is a prime number and can 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.
I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.



Multiply and divide numbers mentally, drawing upon known facts.
I can mentally multiply and divide numbers using the times tables.



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.
I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can explain remainders.



Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
I can multiply and divide whole and decimal numbers by 10, 100 and 1000.



Recognise and use square numbers and the notation for squared (2).
I can identify and use square and their notations.



Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.
I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.



Recognise and use cube numbers and the notation for cubed (3).
I can identify and use cube numbers and their notation.



Solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.
I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.



Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.



Name _____ Class _____

Band 5 - Maths

Fractions



b

b+

w

w+

S

S+



Compare and order fractions whose denominators are all multiples of the same number.

I can compare and order fractions whose denominators are all multiples of the same number.



Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can find, name and write equivalent fractions of a given fraction, including tenths and hundredths.



Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

I can write equivalent fractions of a given fraction 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 e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$.

I can identify mixed numbers and improper fractions and convert from one to another such as $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$.



Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

I can add and subtract fractions whose denominators are all multiples of the same number.



Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

I can multiply fractions by whole numbers using objects and pictures.



Read and write decimal numbers as fractions e.g. $0.71 = 71/100$.

I can read and write decimal numbers as fractions such as $0.71 = 71/100$.



Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.



Round decimals with two decimal places to the nearest whole number and to one decimal place.

I can round numbers with two decimal places.



Read, write, order and compare numbers with up to three decimal places.

I can read, write, order and compare numbers with up to three decimal places.



Solve problems involving numbers with up to three decimal places.

I can solve problems involving numbers with up to three decimal places.



Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.



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.

I can 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.



Name _____ Class _____

Band 5 - Maths

Measurement



b

b+

w

w+

S

S+



Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

I can convert between different forms of metric measurement e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.



Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.



Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

I can 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 (cm²) and square metres (m²), and estimate the area of irregular shapes.

I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²), square metres (m²), and estimate the area of irregular shapes.



Estimate volume e.g. using 1cm³ blocks to build cuboids (including cubes) and capacity e.g. using water.

I can estimate volume by using 1cm³ blocks to build cuboids (including cubes) and capacity by using water and different containers.



Solve problems involving converting between units of time.

I can solve problems where I need to convert between units of time.



Use all four operations to solve problems involving measure e.g. length, mass, volume, money, using decimal notation, including scaling.

I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling.

Band 5 - Maths

Properties of Shape



b

b+

w

w+

S

S+



Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

I can 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.

I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees.



Draw given angles and measure them in degrees (°).

I can draw given angles and measure them in degrees.



Identify angles at a point and one whole turn (total 360°).

I can identify angles at a point and one whole turn.



Identify angles at a point on a straight line and 1/2 a turn (total 180°).

I can identify angles at a point on a straight line and 1/2 a turn (total 180°).



Identify other multiples of 90°.

I can identify other multiples of 90°.



Use the properties of rectangles to deduce related facts and find missing lengths and angles.

I can use the properties of rectangles to find related facts, missing lengths and missing angles.



Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.



Name _____ Class _____

Band 5 - Maths

Position & Direction



b

b+

w

w+

s

s+

☐
☐

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.

I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed.

Band 5 - Maths

Statistics



b

b+

w

w+

s

s+

☐
☐

Solve comparison, sum and difference problems using information presented in a line graph.

I can solve comparison, sum and difference problems using information presented in a line graph.

☐
☐

Complete, read and interpret information in tables, including timetables.

I can complete, read and interpret information in tables, including timetables.



Name _____ Class _____

Band 5 - Science

Working Scientifically



b b+ w w+ **S** s+

- ☐ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Year 5 focus).
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- ☐ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 5 focus).
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- ☐ Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 5 focus).
I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- ☐ Use test results to make predictions to set up further comparative and fair tests (Year 5 focus).
I can use test results to make predictions to set up further comparative and fair tests.
- ☐ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Year 5 focus).
I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is.
- ☐ Identify scientific evidence that has been used to support or refute ideas or arguments (Year 5 focus).
I can identify scientific evidence that has been used to support or refute ideas or arguments.

Band 5 - Science

Animals Including Humans



b b+ w w+ **S** s+

- ☐ Describe the changes as humans develop into old age.
I can describe the changes as humans develop to old age.

Band 5 - Science

Earth & Space



b b+ w w+ **S** s+

- ☐ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- ☐ Describe the movement of the Moon relative to the Earth.
I can describe the movement of the Moon relative to the Earth.
- ☐ Describe the Sun, Earth and Moon as approximately spherical bodies.
I can describe the Sun, Earth and Moon as approximately spherical bodies.
- ☐ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
I can explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.



Name _____ Class _____

Band 5 - Science

Forces & Magnets



b

b+

w

w+

S

s+

- ☐ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- ☐ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.
- ☐ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Band 5 - Science

Living Things & Their Habitats



b

b+

w

w+

S

s+

- ☐ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- ☐ Describe the life process of reproduction in some plants and animals.
I can describe how some animals and plants reproduce.

Band 5 - Science

Materials



b

b+

w

w+

S

s+

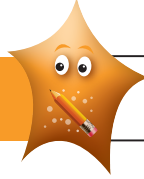
- ☐ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- ☐ Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- ☐ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.
- ☐ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- ☐ Demonstrate that dissolving, mixing and changes of state are reversible changes.
I can demonstrate that dissolving, mixing and changes of state are reversible changes.
- ☐ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



Name _____ Class _____

Band 5 - Writing

Spelling



b

b+

w

w+

S

s+

- ☐ Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
- ☐ Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
- ☐ Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance.
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
- ☐ Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.
I can spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.
- ☐ Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
- ☐ Spell some words with 'silent' letters e.g. knight, psalm, solemn.
I can spell some words with 'silent' letters e.g. knight, psalm, solemn.
- ☐ Spell some of the year 5 and 6 words correctly (English Appendix 1).
I can spell some more complex words correctly including words that are often misspelt.
- ☐ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
I can use knowledge of root words, prefixes and suffixes 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.
I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
- ☐ Use a thesaurus.
I can use a thesaurus.

Band 5 - Writing

Handwriting



b

b+

w

w+

S

s+

- ☐ Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.
I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.
- ☐ Write increasingly legibly.
I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.



Name _____ Class _____

Band 5 - Writing Composition



b

b+

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w+

S

s+

- ☐ **Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.**
I can plan my writing by identifying the audience for, and purpose of the writing, using other similar writing as models for my own work.
- ☐ Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.
- ☐ Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.
- ☐ Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).
I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () - .
- ☐ **Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.**
I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.
- ☐ Draft and write by précisising longer passages.
I can draft and write by summarising longer passages.
- ☐ Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.
- ☐ Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- ☐ **Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.**
I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.
- ☐ Use different verb forms mostly accurately with consideration for audience and purpose.
I can use different verb forms with consideration for the audience and purpose.
- ☐ Evaluate and edit by assessing the effectiveness of his/her own and others' writing.
I can give feedback on and improve my own writing and my classmates' writing.
- ☐ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.
- ☐ **Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.**
I can mark and edit work to have the correct tense throughout.
- ☐ Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
I can mark and edit work to have the correct subject and verb agreement.
- ☐ Proof-read for spelling errors linked to spelling statements for year 5.
I can read work looking for spelling errors and correct them using a dictionary.
- ☐ **Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.**
I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.
- ☐ Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.
I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.



Name _____ Class _____

Band 5 - Writing

Vocabulary, Grammar & Punctuation



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s

s+



Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.



Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.



Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.



Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.



Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.



Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.



Use brackets, dashes or commas to indicate parenthesis.

I can use brackets and can also use dashes or commas for the same purpose.



Use commas to clarify meaning or avoid ambiguity.

I can use commas to make my writing clear to the reader.



Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

I can understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.