



Year 5



Curriculum Objectives



READING

Objective	Child Speak Target	Greater Depth Target
<p>Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>↳ GD objective: Confidently apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p><i>I use some of the words and word parts that understand already to think about what new words mean and sound like.</i></p>	<p><i>I confidently use some of the words and word parts that understand already to think about what new words mean and sound like.</i></p>
<p>Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>↳ GD objective: Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, comparing their key features.</p>	<p><i>I am becoming familiar with a range of books.</i></p>	<p><i>I am becoming familiar with a range of books and can compare their key features.</i></p>
<p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>↳ GD objective: Understand what they read by clarifying that the text makes sense to them, identifying and discussing their understanding and exploring the meaning of words in context.</p>	<p><i>I check my understanding of a text through discussion and exploring the meaning of words.</i></p>	<p><i>I check my understanding of a text through finding where I think I misunderstand and the exploring the meaning of the text through discussion.</i></p>
<p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>↳ GD objective: Understand what they read by beginning to summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p><i>I am able to make simple summaries of a given number of paragraphs I have read.</i></p>	<p><i>I am able to summarise a given number of paragraphs I have read.</i></p>
<p>Beginning to retrieve, record and present information from non-fiction.</p> <p>↳ GD objective: Beginning to retrieve, record and present information from non-fiction with clarity across a range of contexts.</p>	<p><i>I can find and make notes on information from non-fiction.</i></p>	<p><i>I can find and make notes on information from non-fiction with clarity.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Begin to 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.</p> <p>↳ GD objective: Begin to engage in more detailed discussions about books that are read to them and those they can read for themselves, building on their own carefully formulated opinions, others' ideas and challenging views courteously.</p>	<p><i>I am beginning to participate in discussions about books I have read by listening to others' ideas.</i></p>	<p><i>I am beginning to participate in more detailed discussions about books I have read by listening to others' ideas and sharing my own carefully formulated opinions.</i></p>
<p>Beginning to provide reasoned justifications for their views.</p> <p>↳ GD objective: Beginning to provide reasoned and detailed justifications for their views.</p>	<p><i>I am able to explain my views.</i></p>	<p><i>I am able to justify my views in greater detail.</i></p>

WRITING

Objective	Child Speak Target	Greater Depth Target
<p>Use some prefixes and suffixes and understand the guidance for adding them.</p> <p>↳ GD objective: Use some prefixes and suffixes, understand the guidance for adding them and use them correctly in their writing.</p>	<p><i>I add some prefixes and suffixes.</i></p>	<p><i>I add some prefixes and suffixes to create other words and use them in my writing.</i></p>
<p>Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>↳ GD objective: Beginning to spell some words with 'silent' letters [for example: knight, psalm, solemn] and use them in context in their work.</p>	<p><i>I can spell some words that include silent letters.</i></p>	<p><i>I can spell some words that include silent letters and use them in context in my work.</i></p>
<p>Beginning to distinguish between homophones and other words which are often confused.</p> <p>↳ GD objective: Beginning to distinguish between homophones and other words which are often confused, including them in their writing independently.</p>	<p><i>I know some words sound the same but are spelled differently.</i></p>	<p><i>I know some words sound the same but are spelled differently and include them in my writing independently.</i></p>
<p>Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>↳ GD objective: Beginning to use knowledge of morphology and etymology in</p>	<p><i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i></p>	<p><i>I more confidently use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually and use</i></p>

Objective	Child Speak Target	Greater Depth Target
spelling and understand that the spelling of a range of words needs to be learnt specifically, as listed in English Appendix 1, using them in their writing.		<i>these in my writing.</i>
Beginning to use dictionaries to check the spelling and meaning of words. ↳ GD objective: Beginning to use dictionaries to check the spelling and meaning of words independently.	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>	<i>I am beginning to use a dictionary to check how words are spelled and what words mean independently.</i>
Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first three letters of a word to check spelling, meaning or both of these in a dictionary accurately.	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>	<i>I use the first three letters of a word to quickly find it in a dictionary accurately.</i>
Beginning to use a thesaurus. ↳ GD objective: Beginning to use a thesaurus to find the most effective synonym.	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding the most appropriate words in my text.</i>
Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters across sustained pieces of writing.	<i>I make sure others can read my handwriting.</i>	<i>I make sure others can read my handwriting with ease, across sustained pieces of writing.</i>
Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task, explaining their choices.	<i>I often choose the writing tool that is best suited for a task.</i>	<i>I can explain why I choose the writing tool that is best suited for a task.</i>
Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.	<i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i>	<i>I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing.</i>
Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by beginning to independently note and	<i>I plan my writing by making notes and then develop my initial ideas.</i>	<i>I plan my writing by making notes independently and then creatively develop my initial ideas.</i>

Objective	Child Speak Target	Greater Depth Target
creatively develop initial ideas, drawing on reading and research where necessary.		
Plan their writing by beginning to consider how authors have developed characters and settings. ↳ GD objective: Plan their writing by beginning to analysing how authors have developed characters and settings creatively.	<i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i>	<i>I plan my writing by using the most effective ideas from how other authors have developed their characters and settings creatively.</i>
Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write by beginning to select the most effective grammar and vocabulary, understanding how such choices can change and enhance meaning, justifying their choices.	<i>I draft and write by selecting grammar and vocabulary to enhance my work.</i>	<i>I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices.</i>
Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.	<i>I review my work to add description to develop settings and characters.</i>	<i>I review my work to add creative description to develop settings and characters.</i>
Draft and write by beginning to precis longer passages. ↳ GD objective: Independently draft and write by beginning to precis longer passages without losing the meaning of the text.	<i>I can precis a passage to create a sentence with the same meaning.</i>	<i>I can precis a passage independently without losing the meaning of the text.</i>
Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. ↳ GD objective: Draft and write by beginning to more independently use a range of devices to build cohesion within and across paragraphs.	<i>I am beginning to use details across my texts to help link paragraphs together into a full text.</i>	<i>I can use details across my texts to help link paragraphs together into a full text more confidently.</i>
Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. ↳ GD objective: Draft and write by beginning to use some organisational and presentational devices with greater independence to structure text and to guide the reader [for example: headings, and bullet points] independently.	<i>I use headings and bullet points to structure my writing.</i>	<i>I use headings and bullet points to structure my writing independently.</i>
Evaluate and edit by beginning to assess the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by beginning to assess and explain the effectiveness of their own and others' writing.	<i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>	<i>I evaluate and edit my work to think about whether it can be improved based on what I have read.</i>

Objective	Child Speak Target	Greater Depth Target
Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to vocabulary, grammar and punctuation to enhance writing.	<i>I edit my texts to improve their content.</i>	<i>I edit my texts to improve their content effectively.</i>
Evaluate and edit by beginning to use the correct tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by beginning to use the correct tense throughout sustained pieces of writing in different styles.	<i>I use the correct tense throughout a piece of writing.</i>	<i>I independently use the correct tense throughout sustained piece of writing in different styles.</i>
Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by beginning to ensure the more independent use of the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>	<i>I use singular and plural words accurately and I know my writing should not be the language of speech.</i>
Beginning to proof-read for spelling and punctuation errors. ↳ GD objective: Beginning to proof-read for spelling and punctuation errors independently.	<i>I can read through my work to correct some spelling and punctuation mistakes.</i>	<i>I can read through my work to correct some spelling and punctuation mistakes independently.</i>
Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	<i>I read aloud my own work so the meaning is clear to the listeners.</i>	<i>I confidently read aloud my own work to a range of different audiences so the meaning is clear to the listeners.</i>
Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. ↳ GD objective: Deepen their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility in a range of contexts.	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>	<i>I confidently use and apply modal verbs (such as can, could, may, might, must, will, would, and shall, should) to explain how something might be possible.</i>
Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. ↳ GD objective: Indicate grammatical and other features by always using brackets, dashes or commas to indicate parenthesis when required.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>	<i>I always use brackets, dashes or commas when required to create an explanation section in a sentence.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.</p> <p>↳ GD objective: Independently use and understand the full range grammatical terminology in English Appendix 2 Year 5 accurately, confidently and appropriately in discussing their writing and reading.</p>	<p><i>I can talk about my work using the learning from my Year 5 grammar list.</i></p>	<p><i>I can talk confidently about my work using all of the learning from my Year 5 grammar list independently.</i></p>
<p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p><i>I begin sentence clauses with who, which, where, when, whose, that or with.</i></p>	<p><i>I begin sentence clauses with who, which, where, when, whose, that or with independently.</i></p>
<p>Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 5 converting nouns or adjectives into verbs confidently using a wider range of suffixes [for example: -ate; -ise; -ify]</p>	<p><i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i></p>	<p><i>I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify].</i></p>
<p>Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 5 understanding and confidently applying verb prefixes [for example: dis-, de-, mis-, over, and re-].</p>	<p><i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i></p>	<p><i>I understand and can confidently apply range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i></p>
<p>Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 5 understanding devices to build cohesion within paragraphs independently.</p>	<p><i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i></p>	<p><i>I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently.</i></p>
<p>Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 5 understanding linking ideas across paragraphs, confidently using a range of adverbials of time [for example: later], place [for example: nearby] and number [for example: secondly] or</p>	<p><i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i></p>	<p><i>I confidently link ideas across paragraphs - using time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].</i></p>

Objective	Child Speak Target	Greater Depth Target
tense choices [for example: he had seen her before].		
<p>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p> <p>↳ GD objective: Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.</p>	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>	<i>I use commas independently to structure my sentences and clarify the meaning of a text.</i>

MATHS

Objective	Child Speak Target	Greater Depth Target
<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>↳ GD objective: Independently read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit, including written numbers.</p>	<i>I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.</i>	<i>I can read, write, order and compare numbers to at least 1 000 000 independently and know the value of each digit.</i>
<p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>↳ GD objective: Independently interpret negative numbers in a variety of contexts, count forwards and backwards with positive and negative whole numbers, including through zero.</p>	<i>I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.</i>	<i>I can use negative numbers in my work independently and can count backwards and forwards to and from negative numbers.</i>
<p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>↳ GD objective: Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and use this to predict and check the answers to calculations</p>	<i>I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</i>	<i>I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and use this to predict and check the answers to calculations</i>
<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>↳ GD objective: Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) in a range of contexts.</p>	<i>I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.</i>	<i>I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction in a range of different contexts</i>

Objective	Child Speak Target	Greater Depth Target
Add and subtract numbers mentally with increasingly large numbers. ↳ GD objective: Rapidly add and subtract numbers mentally with increasingly large numbers.	<i>I can add and subtract larger numbers in my head.</i>	<i>I can rapidly add and subtract larger numbers in my head.</i>
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. ↳ GD objective: Solve problems mentally by identifying multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	<i>I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</i>	<i>I can solve problems mentally by identifying multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</i>
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. ↳ GD objective: Confidently use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers when reasoning about problems and investigations.	<i>I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</i>	<i>I confidently use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers when reasoning about problems and investigations.</i>
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. ↳ GD objective: Confidently 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 to solve a range of complex problems.	<i>I can multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.</i>	<i>I can confidently multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers to solve a range of problems.</i>
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. ↳ GD objective: Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders as fractions or decimal values.	<i>I can divide 4 digit numbers by a one-digit number using the written method of short division and find the remainder.</i>	<i>I can divide 4 digit numbers by a one-digit number using the written method of short division and find the remainder; writing it as a fraction or decimal.</i>
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. ↳ GD objective: Rapidly and accurately mentally multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	<i>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</i>	<i>I can quickly and accurately mentally multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</i>
Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). ↳ GD objective: Use square numbers and cube numbers, and the notation for squared (2) and cubed (3) when solving problems.	<i>I know what square numbers and cube numbers are, including the notation for squared (2) and cubed (3).</i>	<i>I square numbers and cube numbers are, including the notation for squared (2) and cubed (3) to solve problems.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>↳ GD objective: Compare and order fractions whose denominators are all multiples of the same number and use this across different subjects.</p>	<p><i>I can compare and order fractions whose denominators are all multiples of the same number.</i></p>	<p><i>I can compare and order fractions whose denominators are all multiples of the same number, and can use this in different subject areas.</i></p>
<p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>↳ GD objective: Independently identify, name and write a range of equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p>	<p><i>I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).</i></p>	<p><i>I can name and write a range of equivalent fractions of a given fraction independently, and show these in a drawing (including tenths and hundredths).</i></p>
<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].</p> <p>↳ GD objective: Solve more complex problems by recognising mixed numbers and improper fractions and converting from one form to the other and writing mathematical statements greater than 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].</p>	<p><i>I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].</i></p>	<p><i>I solve real-life problems involving mixed numbers and improper fractions and I can convert from one to the other [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].</i></p>
<p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>↳ GD objective: Across a range of contexts, independently add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p>	<p><i>I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.</i></p>	<p><i>In different subjects, I can independently add and subtract fractions with the same denominator and denominators that are multiples of the same number.</i></p>
<p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>↳ GD objective: Multiply proper fractions and mixed numbers by whole numbers without support.</p>	<p><i>I use diagrams and some fraction tools to multiply proper fractions ($7/10$) and mixed numbers ($1 \frac{7}{10}$) by whole numbers.</i></p>	<p><i>I can multiply proper fractions ($7/10$) and mixed numbers ($1 \frac{7}{10}$) by whole numbers.</i></p>
<p>Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].</p> <p>↳ GD objective: Read and write decimal numbers as fractions [for example, $0.71 = 71/100$] and simplify them where possible.</p>	<p><i>I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].</i></p>	<p><i>I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$] and simplify them where possible.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>↳ GD objective: Confidently round decimals with two decimal places to the nearest whole number and to one decimal place and use this in different subjects to present information.</p>	<p><i>I can round decimals with two decimal places to the nearest whole number and to one decimal place.</i></p>	<p><i>I can confidently round decimals with two decimal places to the nearest whole number and to one decimal place and use this in different subjects to present information.</i></p>
<p>Read, write, order and compare numbers with up to three decimal places.</p> <p>↳ GD objective: Independently read, write, arrange, order and compare numbers with up to three decimal places.</p>	<p><i>I can read, write, order and compare numbers with up to three decimal places.</i></p>	<p><i>I can read, write, order and compare numbers with up to three decimal places independently.</i></p>
<p>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.</p> <p>↳ GD objective: Confidently relate percentages with their fraction and decimal equivalences.</p>	<p><i>I know what the per cent symbol is (%) 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.</i></p>	<p><i>I can confidently relate percentages with their fraction and decimal equivalences.</i></p>
<p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>↳ GD objective: Convert between a wider range of metric measure (for example, kilometre and centimetre; metre and millimetre; gram and kilogram; litre and millilitre) and use this to solve real-life problems.</p>	<p><i>I can 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></p>	<p><i>I can convert between a wider span of metric measure (for example, kilometre and centimetre; metre and millimetre; gram and kilogram; litre and millilitre) and use this to solve real-life problems.</i></p>
<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>↳ GD objective: Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres and use this to solve practical problems.</p>	<p><i>I can calculate the perimeter of multi-shape shapes in centimetres and metres.</i></p>	<p><i>I can calculate the perimeter of multi-shape shapes in centimetres and metres and use this to solve practical problems.</i></p>
<p>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.</p> <p>↳ GD objective: Calculate and compare the area of compound rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p>	<p><i>I can calculate the area of rectangles in square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</i></p>	<p><i>I can calculate the area of compound rectangles in square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>↳ GD objective: Accurately measure, classify, order and compare acute, obtuse and reflex angles.</p>	<p><i>I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.</i></p>	<p><i>I can measure, classify, order and compare acute, obtuse and reflex angles.</i></p>
<p>Draw given angles, and measure them in degrees (°).</p> <p>↳ GD objective: Accurately draw given angles, measure them in degrees (°) and use this to construct shapes.</p>	<p><i>I can draw a given angle (such as 47°), and then measure them in degrees (°).</i></p>	<p><i>I can accurately draw a given angle (such as 47°), and then measure them in degrees (°) and use this to construct shapes.</i></p>
<p>Identify angles at a point and one whole turn (total 360°).</p> <p>↳ GD objective: Solve complex problems by identifying angles at a point and one whole turn (total 360°).</p>	<p><i>I know one whole turn - or a set of angles all around a point - measure a total of 360°.</i></p>	<p><i>I can solve more difficult problems by finding angles around a point and in one whole turn.</i></p>
<p>Identify angles at a point on a straight line and a turn (total 180°).</p> <p>↳ GD objective: Identify angles at a point on a straight line and a turn (total 180°) and use this to solve more challenging problems.</p>	<p><i>I know that a straight line - or angles that add up to a straight line - measure 180°.</i></p>	<p><i>I know that a straight line - or angles that add up to a straight line - measure 180° and use this to solve real-life problems.</i></p>
<p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>↳ GD objective: Use the properties of rectangles to deduce related facts and find missing lengths and angles in compound shapes.</p>	<p><i>I can find the missing lengths and angles of a rectangle.</i></p>	<p><i>I can find the missing lengths and angles of compound rectangles.</i></p>
<p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>↳ GD objective: Independently distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p><i>I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.</i></p>	<p><i>I can identify and compare regular shapes and irregular shapes independently.</i></p>
<p>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>↳ GD objective: Identify, describe and represent the position of a complex shapes following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p><i>I can reflect or translate a shape on a grid.</i></p>	<p><i>I can reflect or translate complex shapes on a grid.</i></p>
<p>Complete, read and interpret information in tables, including timetables.</p> <p>↳ GD objective: Complete, read and interpret information in tables, including timetables to solve problems.</p>	<p><i>I can find the information I need from a timetable or large table of data.</i></p>	<p><i>I can find the information I need from a timetable or large table of data to solve problems.</i></p>

