



A place for learning, caring, sharing and growing together.

ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 5

Year 5 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 5 Key Performance Indicators

	MATHS							
Number	Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit							
Number	Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero							
Add & Subtract	Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)							
Add & Subtract	Adds and subtracts mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$)							
Multiply & Divide	Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers							
Multiply & Divide	Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes							
Multiply & Divide	Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates							
Fractions	Compares and orders fractions whose denominators are all multiples of the same number							
Fractions	Find fraction equivalents and simplify							
Fractions	Add and subtract fractions with the same denominator and multiples of the same number							
Fractions	Reads and writes decimal numbers as fractions eg $0.71 = 71/100$							
Fractions	Reads, writes, orders and compares numbers with up to three decimal places							
Fractions	Solves 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							
Measure	Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)							
Measure	Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres							
Measure	Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²)							
Geometry	Draws given angles and measures them in degrees (°)							
Geometry	Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles including quadrilaterals							
Statistics	Completes, reads and interprets information in tables, including timetables							

Year 5 Key Performance Indicators

	READING						
Fluency	Demonstrate increasing fluency across all subjects						
Range	Increases 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						
Form	A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies						
Vocabulary	A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect						
Vocabulary	Applies a growing knowledge of root words, prefixes and suffixes						
Comprehension	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context						
Comprehension	Provides reasoned justifications for their views about a book						
Comprehension	Participates in discussions about books that are read and those that can be read independently						
Using the Text	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas						
Using the Text	Retrieves, records and presents information from non-fiction						
Using the Text	Knows what information is needed before beginning a task and knows how to use contents and indexes to locate information and applies these skills across the curriculum independently						

Year 5 Key Performance Indicators

	SCIENCE							
Working Scientifically	Plan different types of scientific enquiries and use test results to make predictions to set up further comparative fair test							
	Take measurements, using a range of scientific equipment, with increasing accuracy and precision							
	Report and present findings from enquiries, in oral and written forms such as displays and other presentations							
	Identify scientific evidence that has been used to support or refute ideas or arguments							
Animals including Humans	Describe the changes as humans develop to old age							
Earth and Space	Describe the movement of the Earth, Moon, and other planets in the solar system							
	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky							
Force and Magnets	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							
	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect							
Living Things and their Habitats	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							
Materials	Compare and group together everyday materials on the basis of their properties							
	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating							
	Demonstrate a knowledge of reversible and irreversible changes							

Year 5 Key Performance Indicators

	COMPUTING							
Online Safety	Identify the importance of staying safe online by choosing age-appropriate games and websites and know how the information could be used.							
Programming	Begin to use variables to increase programming possibilities							
Programming	Use logical thinking, imagination and creativity to extend a program							
Multimedia	Use text, sound and video editing tools to refine work							
Technology in our lives	Describe the different parts of the internet and use search engines to find information and check its reliability							
Handling Data	Use spreadsheets and databases to collect and organise information							

	FRENCH							
Speaking & listening	Listen to and show understanding of familiar phrases & sentences (e.g. responding with an action)							
Speaking & listening	Follow the text of rhymes, stories and songs, joining in and identifying the meaning of words							
Speaking & listening	Ask and answer simple and more complex questions (with scaffolded set of responses) response (e.g. How are you? <i>Ca va?</i>)							
Reading	Read aloud a range of sentences with accurate pronunciation (silent letter rules, in particular)							
Reading	Read and show understanding of words, phrases and longer sentences							
Reading & writing	Use a bilingual dictionary to find the meaning of specific nouns, adjectives and verbs							
Reading & writing	Write and say simple & more complex phrases and sentences to give information or present an idea (e.g. describe something; express like or dislike)							
Reading & writing	Write sentences from memory with understandable accuracy							
Grammar	Produce positive and negative sentences using common verbs and pronouns (e.g. I like football/don't like)							
Grammar	Apply the rules for adjective agreement with some accuracy (ie. Use masculine, feminine or plural forms (e.g. <i>grand</i> vs <i>grande</i>))							

Year 5 Key Performance Indicators

	PE							
Swimming	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)							
Games	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and show principles suitable for attacking and defending.							
Gym	Show flexibility, strength, control and balance [for example, through gymnastics].							
Dance	Perform and create dance routines using a range of more complex movement patterns. Critically compare their performances with previous ones and demonstrate improvement to achieve personal best.							
Outdoor Adventurous activities	Take part in outdoor and adventurous activity challenges both individually and within a team (e.g. Pencelli and PGL residential.)							
Competition	Successfully communicate, collaborate and compete with each other.							

	MUSIC							
Listening	Use musical language to appraise a piece of music							
	Develop an increasing understanding of the history and context of music							
Performing	Improvise with increasing confidence using own voice, rhythms and varied pitch							
	Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression							
Composing	Use and develop an understanding of formal, written notation including beats in a bar							
Responding and reviewing	Listen and appraise using appropriate musical vocabulary, identify characteristics of a piece and repeat using voice or instrument							

Year 5 Key Performance Indicators

	ART							
Learning	Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work							
Learning	Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product							
Techniques	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions							
Techniques	Mix colours to express mood, divide foreground from background or demonstrate tones							
Techniques	Experiment with using layers and overlays to create new colours/textures							
Techniques	Develop skills in using clay including slabs, coils and slips							

	DT							
Cooking and nutrition	Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat							
Processes	Use research into existing products and market research to inform the design of an innovative product							
Processes	Create prototypes to show ideas							
Processes	Make careful and precise measurements so that joins, holes and openings are in exactly the right place							
Processes	Make detailed evaluations about existing products and their own considering the views of others to improve work							

Year 5 Key Performance Indicators

Year 5 Key Performance Indicators