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# ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

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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. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

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			
<b>Number</b>	Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit			
<b>Number</b>	Solve number and practical problems including those involving negative numbers			
<b>Add &amp; Subtract</b>	Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)			
<b>Add &amp; Subtract</b>	Adds and subtracts mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$ )			
<b>Multiply &amp; Divide</b>	Multiply numbers up to 4 digits by 1 or 2 digit numbers using formal written methods such as short and long multiplication			
<b>Multiply &amp; Divide</b>	Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes, scaling by simple fractions and problems involving simple rates			
<b>Multiply &amp; Divide</b>	Divide numbers up to 4 digits by a single digit using formal written methods such as short division including using remainders appropriately in context			
<b>Fractions</b>	Compares and orders fractions whose denominators are all multiples of the same number			
<b>Fractions</b>	Recognise and convert between mixed numbers and improper fractions			
<b>Fractions</b>	Add and subtract fractions with the same denominator and multiples of the same number			
<b>Fractions</b>	Understand that percent relates to number parts per hundred and writes percentages as a fraction with a denominator of 100 and as a decimal e.g. $0.71 = 71/100 = 71\%$			
<b>Fractions</b>	Reads, writes, orders and compares numbers with up to three decimal places			
<b>Fractions</b>	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			
<b>Measure</b>	Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)			
<b>Measure</b>	Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres			
<b>Measure</b>	Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> )			
<b>Geometry</b>	Draws given angles and measures them in degrees (°)			
<b>Geometry</b>	Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles including quadrilaterals			
<b>Statistics</b>	Completes, reads and interprets information in tables, including timetables			

### Year 5 Key Performance Indicators

	<b>READING</b>			
<b>Fluency</b>	Demonstrate increasing fluency across all subjects			
<b>Vocabulary</b>	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			
<b>Vocabulary</b>	Applies a growing knowledge of root words, prefixes and suffixes			
<b>Comprehension</b>	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context			
<b>Comprehension</b>	Can draw inferences from a text including inferring characters' feelings, thoughts and motives from their actions with evidence			
<b>Comprehension</b>	Participates in discussions about books that are read and those that can be read independently and provide reasoned justifications for their views			
<b>Using the Text</b>	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			
<b>Using the Text</b>	Retrieves, records and presents information from non-fiction			
<b>Using the Text</b>	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			
<b>Range &amp; Purpose</b>	Increases familiarity with and understands the conventions of a wide range of texts including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions, diaries and biographies			

## Year 5 Key Performance Indicators

	<b>WRITING</b>			
<b>Form</b>	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)			
<b>Form</b>	Describes character, settings and atmosphere			
<b>Form</b>	Integrates dialogue to convey character and advance the action			
<b>SPAG</b>	Ensures the consistent and correct use of tense throughout a piece of writing			
<b>SPAG</b>	Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)			
<b>SPAG</b>	Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)			
<b>SPAG</b>	Uses commas to clarify meaning or avoid ambiguity			
<b>SPAG</b>	Understand the differences between standard English and non-standard English			
<b>HW</b>	Uses legible, consistent joined-up writing unless the task requires a specific handwriting style			
<b>Process</b>	Proof-reads for spelling and punctuation errors including using a dictionary to find the meanings of words			
<b>Range &amp; Purpose</b>	Identifies the audience for, and purpose of, the writing and selects the appropriate form			
<b>SPAG</b>	Expand noun phrases through the addition of ambitious modifying adjectives and prepositional phrases			
<b>Form</b>	Select language that shows good awareness of the reader			
<b>Form</b>	Use a range of devices to build cohesion in fiction and non-fiction (e.g. conjunctions, adverbials, pronouns and synonyms) within and across paragraphs			

## Year 5 Key Performance Indicators

	SCIENCE			
<b>Working Scientifically</b>	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			
<b>Animals including Humans</b>	Describe the changes as humans develop to old age			
<b>Earth and Space</b>	<b>Describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system</b>			
	<b>Explain the apparent movement of the Sun across the sky in terms of the Earth's rotation and that this results in day and night.</b>			
<b>Force and Magnets</b>	<b>Describe the effect of forces that act at a distance (gravity)</b>			
	<b>Describe the effect of simple forces that involve contact (air and water resistance, friction),</b>			
	<b>Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force</b>			
<b>Living Things and their Habitats</b>	<b>Describe and compare different reproductive processes and life cycles, in animals including a mammal, an amphibian, an insect and a bird</b>			
	Describe the life process of reproduction in some plants and animals			
<b>Materials</b>	<b>Justify the use of different everyday materials for different uses, based on their properties</b>			
	<b>Identify, and describe what happens when dissolving occurs in everyday situations</b>			
	Use knowledge of solids, liquids and gases to <b>describe how to compare separate mixtures and solutions into their components</b> including through filtering, sieving and evaporating			
	<b>Identify, with reasons, whether changes in materials are reversible or not</b>			

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

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

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HISTORY				
<b>Historical enquiry</b>	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.			
<b>Historical enquiry</b>	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions, including investigation own lines of enquiry.			
<b>Chronological understanding</b>	Order and describe significant events, movements and dates on a timeline.			
<b>Historical Interpretation</b>	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.			
<b>Historical Interpretation</b>	Give reasons why there may be different accounts of history and evaluate evidence to choose the most reliable forms.			
<b>Organisation and communication</b>	Plan and present a self-directed project or research about the studied period.			
<b>Knowledge and understanding</b>	Give own reasons why changes may have occurred, backed up by evidence.			
<b>Knowledge and understanding</b>	Describe similarities and differences between some people, events and artefacts studied and explain how they have influenced life today.			

GEOGRAPHY				
<b>Geographical enquiry and fieldwork</b>	Compare maps with aerial photographs and recognise places of maps on different scales.			
<b>Geographical enquiry and fieldwork</b>	Use 8 compass points and 4 figure grid references.			
<b>Geographical enquiry and fieldwork</b>	Use maps, atlases and globes to find features of places, and draw maps based on own data.			
<b>Locational knowledge</b>	Locate major countries and cities in Europe and ask geographical questions.			
<b>Locational knowledge</b>	Identify the position of the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.			
<b>Human and physical geography</b>	Describe aspects of human geography, including trade links.			
<b>Human and physical geography</b>	Describe and understand key features of rivers, volcanoes, earthquakes and the water cycle.			

## Year 5 Key Performance Indicators

	<b>PE</b>			
<b>Swimming</b>	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)			
<b>Games</b>	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and show principles suitable for attacking and defending.			
<b>Gym</b>	Show flexibility, strength, control and balance [for example, through gymnastics].			
<b>Dance</b>	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.			
<b>Outdoor Adventurous activities</b>	Take part in outdoor and adventurous activity challenges both individually and within a team (Pencelli and PGL residential.)			
<b>Competition</b>	Successfully communicate, collaborate and compete with each other.			

	<b>MUSIC</b>			
<b>Listening</b>	Listen with attention to detail and recall sounds with increasing aural memory.			
<b>Performing</b>	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.			
<b>Composing</b>	Improvise and compose music for a range of purposes.			
<b>Responding and reviewing</b>	Listen and appraise using appropriate musical vocabulary, identify characteristics of a piece and repeat using voice or instrument.			

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

	<b>DT</b>			
<b>Cooking and nutrition</b>	I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat			
<b>Processes</b>	I can use my research into existing products and my market research to inform the design of my own innovative product			
<b>Processes</b>	I can create prototypes to show my ideas			
<b>Processes</b>	I can make careful and precise measurements so that joins, holes and openings are in exactly the right place			
<b>Processes</b>	I can make detailed evaluations about existing products and my own considering the views of others to improve my work			

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