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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. 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							
Number and Place Value	Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers using partitioning							
Number and Place Value	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000							
Addition and Subtraction	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)							
Addition and Subtraction	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why							
Multiplication and Division	Secure fluency in multiplication table facts (12x12), and corresponding division facts, through continued practice							
Multiplication and Division	Multiply and divide numbers by 10 and 100							
Multiplication and Division	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers							
Multiplication and Division	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							
Multiplication and Division	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							
Fractions	Find fractions of quantities							
Fractions	Find equivalent fractions and understand that they have the same value and the same position in the number system							
Fractions	Recognise and convert between mixed numbers and improper fractions							
Fractions	Understand that percent relates to number parts per hundred and writes percentages as a fraction e.g. $0.71 = 71/100 = 71\%$							
Measure	Convert between different units of metric measure (E.g. km and m; cm and m; cm and mm; g and kg; l and ml)							
Measure	Calculate and compare the area and perimeter of rectangles.							
Geometry	Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.							
Statistics	Complete, read and interpret information in tables, including timetables							

Year 5 Key Performance Indicators

	READING			
Fluency	Demonstrate increasing fluency across all subjects			
Vocabulary	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	Can draw inferences from a text including inferring characters' feelings, thoughts and motives from their actions with evidence			
Comprehension	Participates in discussions about books that are read and those that can be read independently and provide reasoned justifications for their views			
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			
Range & Purpose	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

WRITING			
Write effectively for a range of purposes and audiences, selecting language and formality that shows awareness of the reader.			
Develop settings and characters in narrative e.g. <i>through using show-not-tell, describing reactions to other characters, reactions to the setting.</i>			
Use dialogue in narrative to show the relationship between characters and move the action on.			
Use relative pronouns (<i>that, which, who, whom, whose</i>) to write relative clauses.			
Use modal verbs e.g. <i>can, could, couldn't, should, will, won't, would, may</i> to indicate degrees of possibility			
Use adverbs e.g. <i>possibly, certainly, definitely, perhaps, surely</i> to indicate degrees of possibility.			
Write complex sentences with the subordinate clause at the start , (e.g. <i>Although it was dangerous, Alex was determined to face the dragon.</i>); middle (e.g. <i>Alex was determined, although it was dangerous, to face the dragon.</i>) and end (e.g. <i>Alex was determined to face the dragon, although it was dangerous.</i>) of the sentence.			
Use the perfect form of verbs to mark relationships of time and cause e.g. <i>It has been reported that dragon eggs have been found on the South coast. Scientists had believed the eggs were from a bird of prey but, after the first egg hatched yesterday, they have now confirmed the eggs are baby dragons.</i>			
Use tense consistently and correctly throughout their writing, including accurate use of simple, progressive and perfect verb forms where used.			
Use a range of devices to build cohesion within and across paragraphs e.g. <i>consistent tense and person; pronoun chains; range of conjunctions; adverbs and adverbial phrases; repetition for effect.</i>			
Use further organisational and presentational devices to structure text and to guide the reader e.g. <i>bullet points, diagrams, pictures, font size and type.</i>			
Use commas to mark subordinate and relative clauses e.g. <i>Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i>			
Begin to use brackets, dashes and commas to mark parenthesis e.g. <i>The creature, a terrifying dragon, was waiting for her. Eastern dragons (from China) are thought to bring good fortune. Alex had decided – come what may – to defeat the beast.</i>			
Revise and edit their writing in relation to the Year 5 grammar and spelling expectations.			
Spell some words from the Y5/6 spelling list correctly.			
Write in a consistent and joined style, with increased quality and speed.			
Use expanded noun phrases to convey complicated information concisely e.g. <i>several species of dragon inhabit the forests of China. The dragon with golden scales is the most dangerous of all.</i>			
Use commas to clarify meaning or avoid ambiguity e.g. <i>The dragon, who had golden scales, flew across the sky. The dragon who had golden scales, flew across the sky.</i>			
Consistently use editing and revising strategies to improve the quality and accuracy of their writing.			
Maintain the quality and accuracy of their writing when writing at greater length.			
Manipulate the language and grammar taught within Year 5 in a range of independent writing, drawing on shared and independent reading.			
Consistently use vocabulary from across the curriculum in their writing.			

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 shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system			
	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.			
Force and Magnets	Describe the effect of forces that act at a distance (gravity)			
	Describe the effect of simple forces that involve contact (air and water resistance, friction),			
	Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force			
Living Things and their Habitats	Describe and compare different reproductive processes and life cycles, in animals including a mammal, an amphibian, an insect and a bird			
	Describe the life process of reproduction in some plants and animals			
Materials	Justify the use of different everyday materials for different uses, based on their properties			
	Identify, and describe what happens when dissolving occurs in everyday situations			
	Use knowledge of solids, liquids and gases to describe how to compare separate mixtures and solutions into their components including through filtering, sieving and evaporating			
	Identify, with reasons, whether changes in materials are reversible or not			

Year 5 Key Performance Indicators

	COMPUTING			
Online Safety	Identify the importance of staying safe online by choosing secure passwords.			
Online Safety	Learn about spam and how to identify strategies to deal with it and how photos can be easily edited.			
Online Safety	Know how to site sources when researching for information.			
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, organise, analyse, evaluate and present data.			

	FRENCH			
Speaking & listening	Listen to & 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 & answer simple and more complex familiar questions (with scaffolding) including negative responses .			
Reading	Read aloud familiar sentences with increasingly accurate pronunciation and intonation			
Reading & writing	Use a bilingual dictionary to find the meaning of specific words, including plurals.			
Reading & writing	Write and say longer & more complex sentences to describe people, places, things & actions (by adapting a model and, increasingly, without support).			
Skills	Suggest and use strategies to memorise vocabulary including making connections with other languages			
Grammar	Familiarity with and use of 1st, 2nd and 3rd person singular (<i>je, tu, il/elle</i>) and 3rd person plural (<i>ils/elles</i>) with familiar verbs.			
Grammar	Apply the rules for adjective positioning (before or after the noun) (e.g. <i>une petite planète bleue; les grands nuages blancs</i>) and plural forms .			
Grammar	Recognise and use adverbs (with scaffolding/models) (e.g. <i>après ça, ensuite, et puis, souvent, tous les jours</i>).			

Year 5 Key Performance Indicators

	HISTORY			
Historical enquiry	Use sources: 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.			
Historical enquiry	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions, including when investigating own lines of enquiry.			
Chronological understanding	Order and describe significant events, movements and dates on a timeline .			
Historical Interpretation	Give reasons why there may be different accounts of history and how contrasting interpretations may arise.			
Organisation & communication	Plan and present a project or research about a period studied .			
Knowledge and understanding	Give reasons for historical change(s) studied, supported by evidence.			
Knowledge and understanding	Describe similarities and differences between some people, events and artefacts studied, and explain how they have influenced life today .			

	PE			
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, technique, strength, control and balance and evaluate and recognise their own success.			
Dance	Perform and create dance routines using a range of more complex movement patterns.			
Outdoor Adventurous activities	Take part in outdoor and adventurous activity challenges both individually and within a team.			
Evaluate performance	Critically compare their performances with previous ones and demonstrate improvement			

Year 5 Key Performance Indicators

	MUSIC			
Singing	Sing songs expressively, with accurate pitch and a strong beat.			
Singing	Sing a song in two parts with expression.			
Instrumental	Follow a score to perform with the rest of the class on a tuned instrument.			
Composing	Notate ideas to form a simple score to play from.			
Listening & Responding	Talk about music using appropriate music vocabulary.			
History of Music	Demonstrate an understanding of different parts of the history of music.			

	GEOGRAPHY			
Geographical enquiry and fieldwork	Use fieldwork skills to measure and record human and physical features using a range of methods, including graphs and digital technologies.			
Geographical enquiry and fieldwork	Read and draw maps , using (8) compass points, four-figure grid references and keys, including OS maps and drawing maps based on own data.			
Geographical enquiry and fieldwork	Use maps, atlases, digital technologies and globes , including comparing maps with aerial photographs and recognising places on maps of different scales.			
Locational knowledge	Locate countries and major cities of the world, focusing on North America and its key environmental, physical and human features.			
Locational knowledge	Identify the position and significance of the Arctic and Antarctic circle, Prime/Greenwich Meridian & time zones (including day & night).			
Human and physical geography	Describe and understand aspects of human geography, including settlement and land use (e.g. Egypt and the Nile).			
Human and physical geography	Understand geographical similarities and differences through a study of human and physical geography of a region in the UK and a region in North America .			
Human and physical geography	Describe and understand key aspects of physical geography, including rivers, volcanoes, earthquakes and the water cycle .			

Year 5 Key Performance Indicators

	ART			
Sketchbook	Use a sketchbook to select ideas based on observations, experience or imagination ready to use in own artwork			
Artists	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 a variety of tools and techniques e.g. pastels and weaving			

	DT			
Design	Use research into existing products and market research to inform the design of own innovative products			
Design	generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design			
Make	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately			
Technical Knowledge	apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
Technical Knowledge	apply their understanding of computing to program, monitor and control their products.			
Evaluate	Make detailed evaluations about existing and own products considering the views of others to improve work			
Evaluate	understand how key events and individuals in design and technology have helped shape the world			

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