



Maths

- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.
- I can use negative numbers in context, and calculate intervals across zero.
- I can round any whole number to a required degree of accuracy and solve problems, which require answers to be rounded to a specific degree of accuracy.
- I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts.
- I can perform mental calculations, including with mixed operations with large numbers.
- I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways.
- I can use my knowledge of order of operations to carry out calculations involving all four operations.
- I can multiply multi-digit numbers up to 4 digits by a two-digit number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form.
- I can divide proper fractions by whole numbers.
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- I can convert between miles and kilometres.



English

Writing Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- I can proof-read for spelling and punctuation errors.
- I can write legibly, fluently and with increasing speed.
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Reading Comprehension Objectives

- I can distinguish between statements of fact and opinion.
- I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can predict what might happen from details stated and implied.
- I can provide reasoned justifications for my views on what I have read.
- I can recommend books that I have read to peers, giving reasons for choices.
- I can retrieve record and present information from non-fiction.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

English

Word Reading Objectives

- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

Speaking and Listening Objectives

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

Spelling Objectives

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters (for example knight, psalm, solemn)
- I can use a thesaurus.