

## Layered Targets - Year 5- Term 1

As part of our continued drive to raise standards and help the children make rapid progress, we have placed your child's individual 'targets' in reading, writing and maths on the school website under their classes 'Year Pages'. These targets will be taught regularly in each class, and form an important part of your child's learning journey. We hope you find it useful to be aware of the main 'focus' in English and maths this term, and feel that you are able to support your child's learning at home, particularly in these areas. If you would like any further information, please contact your child's class teacher via the school office. Your child should know the group they are in.

| <u>Subject</u> | <u>Group</u>                 | <u>Target</u>   |
|----------------|------------------------------|---|
| <u>Maths</u>   | Brain Boxes                  | I can solve simple problems that include using multiplication and division facts for the 2,5 and 10 times tables recognising that multiplication can be done in any order, but division can't.<br>I can multiply two-digit numbers by a one-digit number using formal written layout and begin to multiply three digit numbers.<br>I can begin to recognise and use factor pairs and commutativity in mental calculations |
|                | Whizz Kids                   | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.<br>Recognise and use factor pairs and commutativity in mental calculations.   |
|                | Super stars                  | I can solve a range of problems that involve multiplying two-digit and three-digit numbers by a one-digit number using formal written layout. I can use my knowledge of factor pairs to solve practical problems  |
|                | Clever Clogs<br>Smarty Pants | I can multiply whole numbers and those involving decimals by 10, 100 and 1000.<br>I can begin to multiply numbers up to 4 digits by a one (then two) digit numbers using a formal written method, including long multiplication for two-digit numbers.  |
| <u>Writing</u> | Roly Poly Bird               | With support, read through their own and others' writing looking for punctuation errors and correct accordingly<br>When writing, proof-read for spelling, grammar and punctuation errors in both their own and others' writing, give feedback in a positive way.  |
|                | Fantastic Mr Fox             | Assess the effectiveness of their own and others' writing (including when reading books or other texts) and suggest improvements. Do this in a variety of teacher-led and self-initiated tasks.   |
|                | BFG/ The Giant Peach         | With support use the correct tense throughout a piece of writing and if working independently, be able to spot any grammatical errors when proof-reading.   |
|                | Willy Wonka                  | Use the correct tense consistently throughout a piece of independent writing.   |
| <u>Reading</u> | Magicians                    | I can use non-fiction features - contents list, index, and glossary - to scan a text and decide if it would be a useful book for a particular reader.   |
|                | Clowns                       | I can use non-fiction features - contents list, index, glossary - to scan a text and decide if it would be useful for a particular reader.  |
|                | Jugglers<br>Fire breathers   | I can state the purpose of different non-fiction texts.   |
|                | Ringmasters                  | I can identify the purpose, audience and organisation for different non-fiction texts.  |

