

*We at Gresham
succeed because
everyone is
happy, kind, inspired,
challenged
and
ready for the
future.*

Gresham Pupils Succeed



Learning Journal
Year 5

A Year 5 Learner

Reflectiveness: I can make links with prior learning and feedback across subjects and use this to improve my learning.

Independence: I can demonstrate my initiative through managing tasks without directions, including the time spent on tasks and breaking tasks into manageable sections.

Communication: I can present an articulate and well planned argument when debating and discussing, as well as considering the views of others.

Risk Taking: I can challenge my own thinking, manage risky situations and see the positive impact my mistakes can have on my learning.

Resilience: I can maintain a positive attitude towards my learning because I know it can sometimes be a slow and uncertain process.

Questioning: I can ask open questions which encourage higher level thinking (e.g. evaluation and analysis) to move myself and others on in their learning.

Collaboration: I know when and how to take the lead and how to maintain a positive learning environment.

Empathy: I can show empathy even when my own beliefs are being challenged.

Creativity: I can devise innovative ideas and apply these to my work in order to improve it, and suggest ways that diversity can be used to build and strengthen teams or projects.

Perseverance: I can develop new strategies for constantly changing and challenging situations.

Geography

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to use and interpret globes and maps in a variety of scale		
I can find some places on a world map or the globe if someone helps me. I find it hard to use different maps to find the same place and to explain what each map shows. My teacher says I can answer some of his/her questions about each map correctly.	I can find places on the globe and get different types of information from a map. I can use one map to find places on another map. I understand that different scales mean that a map covers large or small areas of land.	I can find places on the globe and on maps of different scales. I can find the maps I need to get my information. I know that maps sometimes show information in different ways, and that some are more accurate than others. I understand what the scale means and that it is difficult to accurately show the Earth on a sheet of paper.
Be able to explain how places are linked through movement of goods and people		
I can explain how I am linked to different parts of the world through the things I use or the people I know.	I can talk about some places that are linked through the movement of different people and the things they need. I need a bit of help to explain why these movements happen.	I can explain how some places are linked through the movement of goods and people. I can give some reasons for these present day links.
Be able to communicate their knowledge and understanding of geography in a variety of ways		
I don't always understand what I have to do. I find it difficult to think of what to say, write, or draw without help from my teacher. My teacher tells me that I can give information in at least one way.	My teacher tells me I can give information in more than one way. I work by myself most of the time, but teacher sometimes helps me to add details or find out more information.	I can use different methods to communicate my information. I understand what I am trying to say and am able to give explanations or answer questions about my work.

Geography

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to collect and record evidence to answer geographical questions		
My teacher helps me to find and record evidence to answer questions and we work together to change some of my ideas. I can make some suggestions by myself, but I find it a bit difficult.	I usually work on my own at the beginning and understand what I have to do to find and record evidence to answer questions. My teacher tells me that the ideas I suggest are good, but I sometimes need to change them a little to make them better.	I usually work by myself to find and record evidence to answer questions. I can identify what information I need to collect to answer a question and have my own ideas about how I am going to do this. I can explain all of my ideas to my teacher.
Be able to identify geographical patterns and to use their knowledge and understanding to explain them		
I find it difficult to identify geographical patterns, but when my teacher helps me I find it easier to understand. I usually try to give an explanation for the pattern, but I need to work with other people to do this properly.	I can work on my own and can identify at least one geographical pattern. I usually try to give an explanation for this, but I need a little help from my teacher.	I can identify geographical patterns in different types of information. I can give reasons for these patterns. I am happy to explain my ideas to my teacher, who says that I show a good understanding of the work.
Be able to use appropriate geographical vocabulary to describe and interpret their surroundings		
I find it difficult to think of different words that I can use unless my teacher helps. Sometimes I get the meanings a bit mixed up.	I work on my own most of the time and am able to use some geographical words. My teacher says I could learn some new words which would help me to explain my ideas in more detail.	My teacher says I show a very good understanding of the geographical words I use. I can explain what they all mean and know how to use them.
Be able to use appropriate techniques to gather information		
I need some help from my teacher to develop my ideas about techniques I could use for gathering my information. I like to check with my teacher when I collect the information to make sure I am doing it well.	I have my own ideas for ways I can gather information and I write these down to show my teacher. My teacher sometimes suggests some changes to my ideas which make them better. I can use my plan to collect the information I need.	I can work by myself to gather information. I usually write down what I am going to do and when I show my teacher he/she says that my plan is good. I use my ideas to collect the information I need.
Be able to make plans and maps in a variety of scales using symbols and keys		
I can make different maps and plans with my teacher. I find it hard to remember the different things to put on my maps and plans. My teacher says I could use different maps and plans to show my ideas more clearly.	I can work on my own to draw maps and plans. I use some symbols to show the different places and features and try to put these into a key. My teacher helps me improve my maps.	I can make maps and plans by myself. I use symbols and key to show what the symbols mean. I draw my maps to the scale shown. My teacher says my maps include everything I need to show.

Prove It!

Reflectiveness

Independence

Communication

Risk Taking

Resilience

Questioning

Collaboration

Empathy

Creativity

Perseverance

A Year 5 Writer

- 1) I can spell correctly some words with **silent letters**.
- 2) I can spell **homophones** correctly.
- 3) I can spell **commonly misspelt** words from the Y5 & 6 spelling list.
- 4) I can use the first 3 or 4 letters to locate a word in a **dictionary** and thesaurus.
- 5) I can write with **joined handwriting**, neatly and appropriately for the task.
- 6) I am aware of an **audience and purpose** for my writing.
- 7) I can use the **features** and **structures** of different text types.
- 8) I can choose **vocabulary** appropriate for the task and engage for impact.
- 9) I can **start sentences** in different ways.
- 10) I can develop characters though **action** and **dialogue**.
- 11) I add well chosen **detail** to add interest.
- 12) I can use devices such as **simile, metaphor and personification** for effect.
- 13) I can **summarise** a paragraph or event.
- 14) I can organise writing into **paragraphs** to show different information.
- 15) I can use **relative clauses**.
- 16) I can use **adverbs** or **modal verbs**.
- 17) I can **link** between paragraphs using **adverbs** and **adverbials**.
- 18) I can use capital letters, full stops, questions marks, exclamation marks, inverted commas and apostrophes for contraction and possession.
- 19) I can use **brackets** and **dashes**.
- 20) I can use **commas**.
- 21) I can **assess, proof read** and **improve** my work, changing vocabulary, grammar and punctuation for effect.
- 22) I can use the **correct tense** consistently in my writing.
- 23) I can use the correct **subject and verb agreement** in my writing.
- 24) I know the difference between **formal** and **informal** language.
- 25) I can use **coordinating** and **subordinating** conjunctions.

International

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups		
I can give some examples of how other children or grown-ups in school help to make my life better or worse. I can also give some examples of how my friends and I do the same to them. I find it hard to think of ways how where I live is made better or worse by others.	I can give examples of how my own life and the lives of others and where I live are made better or worse by what we all do. I'm just beginning to give examples of how the same thing happens between countries and groups of people who live a long way from each other.	I can explain how almost everything I do has an effect on my friends and family; sometimes good and sometimes not so good. I can also explain how what they do has an effect on me, too. I can explain how the local area where I live is affected by what others do and how what we all do affects other areas nearby. I can give examples of how this works between countries or between people who live a long way from each other.
Be able to identify ways in which people work together for mutual benefit		
I like working on my own but I also like working with other people. When this happens we often do things better because we have different strengths.	I like working with friends because we often do things better working together. I can think of ways in which the same thing happens in the area where I live, too. I'm still not sure of examples of how this might work between countries or people who live a long way from each other.	I can give examples of how when people work together the result is often better for everyone than when people work on their own. I can think of when this happens in school, in the area in which I live, between people who live quite a long way from each other and between people who live in different countries.

Technology

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to respond to identified needs, wants and opportunities with informed designs and products		
When my teacher asks me to solve a problem by making something I have at least one idea. Sometimes my teacher tells me to change my idea a bit to make it solve the problem better. I can't always make my product.	When my teacher asks me to solve a problem by making something I have at least one idea. My teacher tells me that my idea is good and would solve the problem. I can usually make my product.	When my teacher asks me to solve a problem by making something I have different ideas. My teacher tells me that my ideas are good and would solve the problem. I can usually make my products.
Be able to gather and use information to suggest solutions to problems		
My teacher tells me where to look for information. My teacher then shows me how to use this information to get ideas to solve problems.	I know where to find information about different things and can do this by myself. My teacher helps me to use this information to get ideas to solve problems.	I know where to find information about different things and can do this by myself. I can use this information to give me ideas to solve problems.
Be able to devise and use step-by-step plans		
I can make a step-by-step plan to use in class to make a product. My teacher helps me, as sometimes I forget to write down everything I will use and sometimes put things in the wrong order.	I can make a step-by-step plan to use in the classroom to make a product. I write down everything I will use and the order I will do things in. Sometimes I put things in the wrong order and my teacher helps me to change it.	I can make a step-by-step plan to use in the classroom to make a product. I always write down everything I will use and how I am going to do things. I write these things in the order that I am going to do them. I use my plan to make something and my teacher says my work is good.
Be able to work with a variety of tools and materials with some accuracy		
My teacher shows me how to use different tools and watches me work. I sometimes make mistakes and have to start again.	I can use different materials and tools to make things. I sometimes make mistakes and have to change my work a bit and my teacher helps me do this.	I can use different materials and tools to make things. My work usually looks how I want it to and I don't need any help from my teacher.
Be able to test and evaluate their own work and improve on it		
I can test my work to see if it is good or if I need to change it to make it better. My teacher shows me how to make changes to my work to make it better.	I can test my work to see if it is good or if I need to change it to make it better. I have some ideas about how to make it better, but my teacher sometimes tells me that my ideas aren't possible. Sometimes when I make changes, I think my work was better before.	I can test my work to see if it is good or if I need to change it to make it better. I have ideas about how to improve my work and when I try them out they do make my work better.

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Exceeding Year 5 Writing

- 1) I can use **paragraphs to organise information logically** and shape a nonfiction text.
- 2) I can **sustain and develop ideas** in a paragraph, introducing it with a topic sentence.
- 3) I can **conclude** a text with by referring back to its opening.
- 4) I can **improve my work**, reorganising sentences to create impact.
- 5) I can use **expanded noun phrases** to add detail.
- 6) I can use **punctuation to clarify meaning**, including **commas to mark phrases and clauses**.
- 7) I can use **dialogue** effectively and punctuate it effectively.
- 8) I choose **language** carefully for effect.

Science

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to explain and justify their predictions, investigations, findings and conclusions		
When I am doing an investigation I can make predictions, carry out an investigation, record my findings and say what I think we have found out. I can't always explain what I mean when someone asks me about this.	When I am doing an investigation I can make predictions, carry out an investigation, record my findings and say what I think we have found out. When someone asks me questions about each of these I can usually explain what I mean. I sometimes get a little confused trying to explain how everything fits together.	I am able to talk about the good and not-so-good parts of the predictions I made, my investigation, my findings and my conclusion. I can say clearly how everything I have done is linked to the original question and how all the parts of my investigation are linked together.
Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions		
I know that I need to make a record of what I do. I also know that this will help others see what I have done. But when I look at what I have written or drawn I can't always make sense of it. My teacher and my friends find it hard to make sense of it, too.	I know that I need to make a record of what I do. I also know that this will help others see what I have done. My teacher sometimes helps me to make my work easier to understand and gives me more scientific vocabulary that I can use.	In order to help me remember and others to see what I have done I know that my recording and writing is very important. My words, pictures, diagrams, graphs and charts are all very clear and help other people to easily see what I have done.

Science

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to conduct scientific investigations posing scientific questions		
I know that when we investigate in science, we start by asking some questions which we then see if we can answer. I am beginning to be able to think of questions on my own which we can then investigate, but most of the time my teacher or other people help me.	I know that when we investigate in science we start by asking questions which we then see if we can answer. I can now think of a number of questions to ask and most of the time, everyone thinks they are good. Sometimes though, even though the questions are good we can't really carry out the investigations in our class.	I know that an investigation in science has to begin with some good questions. I am able to think of lots of questions to ask. When I think of them I use what I have already learned about the issue we are investigating. I also make sure that I ask the kind of questions we can actually investigate.
Be able to choose an appropriate way to investigate a scientific issue		
I know that it is important to think about the way we do our investigations. I usually get some help from my teacher or someone else. They help me make sure that my ideas can actually be carried out.	When I'm working out what to do I try to make sure that it is always linked to the question and that we can actually do it with the equipment we have. I sometimes need help with both of these though, especially when thinking about how to improve my ideas.	I know that our investigations need to be linked to the questions we are trying to answer. I also know that we need to make sure that we can actually carry out our investigations in our school with the equipment we have. When I think about what we might do I can usually say what is good and not-so-good about my ideas on my own and often make improvements.
Be able to make systematic and accurate measurements from their observations		
I never guess when taking measurements during our investigations. But I do need help to make sure that my measurements are accurate. I need to be reminded to check my measurements by doing them a second time.	I try my best to measure as accurately as I can, but I still need some help. Sometimes I remember to check my measurements, but not always. When I look at the measurements I have made I am beginning to see how they link with each other.	I know that accurate measurement is very important in investigations. I take great care over this and whenever anyone checks what I have done they usually find that I have been very accurate. When I look at all the measurements I have made and think about what I am investigating, I can begin to see the similarities and differences in my measurements.

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A Year 5 Reader

- 1) I attempt **pronunciation of unfamiliar** words using prior knowledge of similar looking words, prefixes and suffixes.
- 2) I can identify **grammatical features** used by the writer for impact- e.g., rhetorical questions, varied sentence lengths, varied sentence starters.
- 3) I can **draw conclusions** about a characters **feelings thoughts** and **motives** through their actions.
- 4) I can talk about the **effect of the context on a text**- e.g. historical or cultural.
- 5) I can express a **personal point of view** about a text and give reasons.
- 6) I can make **connections** between other similar texts, prior knowledge and experience.
- 7) I can **compare** different versions of the text and talk about similarities and differences.
- 8) I can **listen to and build upon others' ideas** and opinions about a text.
- 9) I can present the **authors point of view** in a text.
- 10) I know the difference between **fact and opinion**.
- 11) I can give / explain the **meaning of words** in context.
- 12) I can **retrieve and record** information / identify key details from fiction and non-fiction.
- 13) I can **summarise** main ideas from a text.
- 14) I can **make inferences** from the text / explain and **justify inferences** with evidence from the text.
- 15) I can **predict** what might happen from details stated and implied.
- 16) I can identify / explain how information / narrative content is **related** and contributes to **meaning as a whole**.
- 17) I can identify / explain how **meaning is enhanced through choice of words** and phrases (including idioms and figurative language)
- 18) I can make **comparisons** within the text.

ICT and Computing

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to select which programs or apps to use to present information or data in the most effective and appropriate way		
My teacher helps me to use different programs or apps to present information. I'm not sure which tools in the program or app I should use to present my information, and need support to make or insert images, sound, video, tables or links. My teacher shows me what to do and also tells me what information to include.	I can use some different programs or apps independently to present information. I have ideas about how to present my information. Sometimes I have to ask my teacher to show me something as I don't know how to use all the different tools in the program or app. Sometimes I need help to decide what information to include.	I can use a range of different programs or apps, and choose the most effective tools to (like spreadsheets, posters, PowerPoint, graphics, videos, animations etc.). I like to decide what information to include and what will be most relevant, and don't really need any help.
Be able to design and write programs to accomplish specific goals, working with sequence, selection and repetition to control events		
I can design and write a program to control events with some help. My program has a sequence of simple commands and I can include a repeat or loop block. If my program does not work the way I want it to I know that I have to debug it. I can sometimes find why it is not working but need help to fix the problem. I find it hard to find and fix any bugs in my programming.	I can sometimes design and write a program to control events independently, but sometimes need help. My program includes a sequence of commands with some repetition or loops, and sometimes some selection (like an 'if...then' instruction). I can find bugs in my programming but sometimes need help to fix them.	I enjoy designing and writing programs to control events and I can work independently. My program includes a sequence of commands, with some repetition or loops, some selection (like 'if...then' instructions). I can also use a variable in my programming, like time or speed. I can find and fix any bugs in my programming.

ICT and Computing

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to collect, interpret and present their findings		
I can put all the information I have found out in one place. I sometimes don't really understand what all the information means and have to ask my teacher to explain it to me. I know some programs and apps that I could use to present my findings but need support to use them.	I can put all the information I have found out in one place and reflect on my results. I can interpret and explain what I think my findings mean, but I sometimes get this wrong. I can sometimes draw conclusions from my learning. I can present what I have found out using a program or app that I have used before.	I can record and organise all the information I have found out in one place and reflect on my results. I can interpret and explain what I think my findings mean and I usually get this right. I am confident in drawing conclusions from my learning. I can present my findings in a program or app that I have used before and explain why I chose this particular program or app.
Be able to evaluate and check the validity of their findings		
When I find information in class I don't check to see if it is correct. My teacher tells me that I should check what information other children have, or if I can find the same information in other places. I know that my search results are stored by the computer so that they are easier to find again.	I am beginning to realise that sometimes the information or results I find might be incorrect. I'm not sure how to check if the information or results I have found are correct, so I have to ask my teacher or other children for help. I am beginning to understand how search results are selected and ranked and I try and remember this when I am searching for information.	I know that it is important to always check the information and results I find as they may not be valid. I know some ways to check this and it helps to improve the quality of my findings as a result. I can explain how I have checked whether my findings are valid. I understand how search results are selected and ranked and I use this knowledge when I am searching for information.
Be able to manipulate and combine different forms of information and data from different sources		
I can collect information or data from a few different sources but find it hard to put it all together in a way that makes sense to my teacher or friends. My teacher often supports me so that I don't repeat things or forget to include important information.	I can collect information or data from a range of different sources and can put it all together in a way that others can read and understand. I sometimes repeat things or forget to include important information.	I can collect information or data from a wide range of sources that are usually relevant and put it all together in, in a way that enables others to read, understand and analyse it. I have strategies to make sure I don't repeat the same thing twice and that I have included all the relevant information.

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Exceeding Year 5 Reading

- 1) I can express opinions about a text using **PEE** (point, evidence, explanation).
- 2) I can **adapt my own opinion** after reading or listening to other ideas.
- 3) I can identify **formal** and **informal** language.
- 4) I know the **features of different narrative types** e.g., adventure, myth, fantasy.
- 5) I can **compare texts** by the **same author**.
- 6) I can **compare texts by different writers** on the same topic.
- 7) I can **summarise** information from **different texts**.
- 8) I can **empathise** with different characters' points of view.
- 9) I can **infer meaning** using evidence from the text, wider reading and personal experience.
- 10) I can explain how a writer uses **language** and **grammar choices** to have an **impact**.
- 11) I can explain how **punctuation gives meaning** and supports grammatical structure.
- 12) I know how the way a text is **organised** supports the **purpose** of the writing.
- 13) I can use **scanning and text marking** to find and identify key information.

Art

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences		
I can use different types of art and materials to show something I have seen or experienced. I have to ask my teacher for help to use art to show how I feel. Sometimes, my teacher tells me how to change my ideas to make my work better.	I can use different types of art and materials to show something I have seen or experienced, or a feeling I have. I can tell my teacher why I have used materials and techniques. Sometimes my work doesn't turn out the way I wanted it to and my teacher or a friend helps me make it better.	I can use different types of art and materials to show something I have seen or experienced, or a feeling I have. I can work by myself and usually my work turns out the way I want it to. When I show my work to my friends they understand what I want it to say.
Be able to communicate through visual and tactile forms		
I have some ideas to communicate with art. My teacher helps me to work with materials as I am not sure which ones to use. My teacher often tells me what type of art I should make.	I can use different types of art to communicate, including different materials. I would like to learn how to use different types of art as I often use the same one	I can make lots of different art to communicate. I use different materials in my work and don't usually ask for help.

History

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to find out about aspects of the past from a range of sources		
I am able to find many different sources of information to answer my questions, but I still need some help to find the right source to answer my questions.	I can use lots of different sources of information and most of the time I am successful in answering my questions. I still need some help to talk about which source is the most useful.	I feel quite happy using many different sources of information to answer my questions. I have a good idea of what sources are going to be the best ones to use, and I am able to include a detailed answer for my work.
Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied		
I think I know why some things happened or changed in the past, but I'm not really sure yet. My ideas are usually clearer when my teacher has helped me with my work.	I can offer lots of different descriptions and reasons why some things happened in the past. I remember what I have learnt from other units and use some of these ideas again.	I can offer many different ideas from different activities and from my own learning. I can sometimes see a pattern in the reasons why things have happened. I can usually see a connection between an event and something that changed after it.
Be able to describe how the history of one country affects that of another		
I can see that what happened in the past in one country can be connected to other countries, but it is still quite confusing for me at times unless I get some help from other children or from my teacher.	I can see some links between what happened in the past in one country and another. I can usually find out some more information, which will help me to make more links.	I am able to suggest many different ways how the history of one country is linked with another. I can suggest whether the link might be a good or a bad one. I can also describe different types of links.
Be able to place the events, people and changes in the periods they have studied into a chronological framework		
I can put things about other people's history on a timeline if I am able to work in a group or if my teacher helps me.	I am able to put things about other people's history in order with very little help. Most of the time I get them in the right order. Sometimes I am not quite sure of my reasons for where I put things on my timeline.	I am able to place historical things about events, people and changes in the right order. I use things I already know about to make my decisions. I am usually right when I check my work. I don't really need any help from my teacher to do this.

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