Year 5 English: Unit 6 — Exploring narrative through novels and film: Written comparison

Name:

Purpose of assessment: To write a comparison of a novel and its film adaptation and state a preference.

Comprehending texts (Receptive)	Creating texts (Productive)	
Analyses and explains literal and implied information from a variety of texts. Describes how events, characters and settings in texts are depicted and explains own responses to them.	Develops and explains a point of view about a text, selecting information, ideas and images from a range of resources. Creates an informative text for a purpose and audience. Demonstrates understanding of grammar using a variety of sentence types. Selects specific vocabulary and uses accurate spelling and punctuation.	
Explains, using metalanguage, the effect of the ideas, text structures and language features of the novel and film on audiences.	Selects text structures and language features, including complex sentences, to compare and contrast depiction of issues, characters and events in the texts. Manipulates the starting point of sentences to create variety in sentence structure and to foreground important information to develop the topic.	**A**
Compares the similarities and differences in the features of the novel and film. Describes the different viewpoints conveyed in the novel and film and how these influence audience interpretations and responses.	Uses possessive apostrophes accurately. Writes with a degree of formality, using metalanguage to present a point of view.	**B**
Analyses and explains literal and implied information from a variety of texts. Describes how events, characters and settings in texts are depicted and explains own responses to them.	Develops and explains a point of view about a text, selecting information, ideas and images from a range of resources. Creates an informative text for a purpose and audience. Demonstrates understanding of grammar using a variety of sentence types. Selects specific vocabulary and uses accurate spelling and punctuation.	**C**
Understands the similarities and differences between the novel and the film.	Creates a written comparison.	**D**
Identifies literal information in the texts.	Writes about the novel and the film.	**E**

Feedback:

Year 5 Mathematics: Unit 4 — Describing chance and probability (Adjusted 17/09/20)

Name:

Purpose of assessment: To mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.

Understanding and Fluency	Problem-solving and Reasoning	
List outcomes of chance experiments and assign probabilities to events using fractions.	Explain likelihood, using mathematical language and representations.	
Identifies the mathematical chance of spinning purple. (Q5a) Creates a spinner to meet chance criteria. (Q4)	Explains the relationship between scores and target, using the language of probability. (Q6)	A
Matches the likelihood of events to a continuum ranging from zero to one. (Q3)	Explains chance of spinning purple. (Q5b)	B
Lists all possible outcomes of chance experiments. (Q1) Assigns probabilities to events using fractions. (Q2a)	Explains likelihood of an event occurring, using mathematical data. (Q2b)	C
Records a probability of an event occurring.	Writes an event likely to occur.	D
Lists a possible outcome of a chance experiment.	Writes a sentence about probability.	E

Feedback:

Year 5 Mathematics: Unit 4 — Calculating time and identifying factors and multiples

Name:

Purpose of assessment: To convert between 12-hour and 24-hour time. To identify and describe factors and multiples of whole numbers.

Understanding and Fluency	Problem-solving and Reasoning	
Convert between 12-hour and 24-hour time systems. Identify and write factors and multiples of whole numbers.	Solve authentic 12-hour and 24-hour time systems problems. Describe factors and multiples of whole numbers and use them to solve problems. Explain the characteristics of factors and multiples.	
Calculates time elapsed between two digital 24-hour clocks. (Q4) Writes multiples larger than 1 000. (Q12)	Shows working to solve a multi-step problem to calculate the time to leave for the airport. (Q7) Explains a generalisation using knowledge of factors and multiples.(Q16)	A
Accurately matches a variety of time expressions to 24-hour time system. (Q3) Selects a number greater than 7 with only two factors.(Q13)	Shows working to converts between 12-hour and 24-hour time systems to calculate duration of tennis practice. (Q6) Sorts numbers into appropriate categories.(Q12)	B
Converts between 12-hour and 24-hour time. (Q1, Q2) Identifies all accurate statements about multiples and factors.(Q8) Writes factors and multiples for whole numbers.(Q8)	Solves a problem about TV viewing involving 12-hour and 24-hour time systems.(Q5) Describes properties of the multiples of 5.(Q11)	C
Writes a time in 12-hour and 24-hour notation. (Q1, Q2) Identifies a true statement about multiples. (Q8) Identifies a correct statement about factors. (Q8)	Shows some working out in 12-hour or 24-hour time systems. Describes multiples of 2. (Q14)	D
Identifies a factor or multiple.	Selects a time system.	E

Feedback:

Year 5 Science: Unit 4 — Matter matters: Investigating evaporation and explaining solids, liquids and gases (Adjusted 2019)

Name:

Purpose of assessment: To plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. To communicate ideas and findings using multimodal texts.

Science Understanding	Science Inquiry Skills			
Chemical sciences	**Questioning and predicting Planning and conducting**	**Processing and analysing data and information**	**Evaluating**	**Communicating**
Classify substances according to their observable properties and behaviours.	Pose a question for investigation and predict the effect of changing variables when planning an investigation. Use equipment in ways that are safe and improve the accuracy of their observations.	Construct tables and graphs to organise data and identify patterns in the data. Compare patterns in their data with predictions when suggesting explanations.	Describe ways to improve the fairness of their investigation.	Communicate their ideas and findings using multimodal texts.

Question 11 – 13	Question 1- 7	Question 8, 9	Question 10	
Applies science knowledge of properties and behaviours to explain real-world contexts.	Justifies the prediction, using scientific understanding. Plans and conducts a logical investigation.	Accurately organises and represents data. Uses patterns in data to justify explanations.	Justifies how changes will improve fairness and accuracy.	Communicates using accurate scientific language and appropriate representations comprehensively.
				A
Identifies individual and shared properties of solids, liquids and gases.	Poses questions clearly linked to the investigation.	Uses patterns in data as evidence when developing explanations.	Describes effective ways to improve the fairness of their investigation.	Communicates using scientific language and representations.
				B
Classifies substances according to their observable properties and behaviours.	Poses a question for investigation and predicts the effect of changing variables when planning an investigation. Uses equipment in ways that are safe and improve the accuracy of their observations.	Constructs tables and graphs to organise data and identify patterns in the data. Compares patterns in their data with predictions when suggesting explanations.	Describes ways to improve the fairness of their investigation.	Communicates ideas and findings using multimodal texts.
				C
States a property of a solid, liquid and gas.	With guidance follows an investigation method.	With guidance constructs tables and graphs.	Identifies a way to improve the fairness of their investigation.	Uses everyday language.
				D
Identifies a state.	States a prediction.	Records data.	States if the test was fair.	Uses fragmented language.
				E

Feedback: