

Maths Year 5

| Number and place value | Addition and Subtraction | Multiplication and Division |
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| <ul style="list-style-type: none"> ● read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ● count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ● interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ● round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ● solve number problems and practical problems that involve all of the above ● read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | <ul style="list-style-type: none"> ● add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ● add and subtract numbers mentally with increasingly large numbers ● use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ● solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. | <ul style="list-style-type: none"> ● identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ● know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ● establish whether a number up to 100 is prime and recall prime numbers up to 19 ● 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 ● multiply and divide numbers mentally drawing upon known facts ● 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 ● multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ● recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) ● solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ● solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ● solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |
| Fractions including decimals | Measures | Geometry |
| <ul style="list-style-type: none"> ● compare and order fractions whose denominators are all multiples of the same number ● identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ● recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number ● add and subtract fractions with the same denominator and denominators that are multiples of the same number ● multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ● read and write decimal numbers as fractions ● recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ● round decimals with two decimal places to the nearest whole number and to one decimal place ● read, write, order and compare numbers with up to three decimal places ● solve problems involving number up to three decimal places ● recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ● solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. | <ul style="list-style-type: none"> ● convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ● understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ● measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ● calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes ● estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] ● solve problems involving converting between units of time ● use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. | <p>– properties of shape</p> <ul style="list-style-type: none"> ● identify 3-D shapes, including cubes and other cuboids, from 2-D representations ● know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ● draw given angles, and measure them in degrees (o) ● identify: angles at a point and one whole turn (total 360o), \square angles at a point on a straight line and a turn (total 180o), other multiples of 90o ● use the properties of rectangles to deduce related facts and find missing lengths and angles ● distinguish between regular and irregular polygons based on reasoning about equal sides and angles <p>– position and direction</p> <ul style="list-style-type: none"> ● identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. |
| Statistics | | |
| <ul style="list-style-type: none"> ● solve comparison, sum and difference problems using information presented in a line graph ● complete, read and interpret information in tables, including timetables. | | |
| Judgements: | | |
| Some highlighting (approx 10 – 50%) = Developing Good level of highlighting (50-80%) = Securing Vast majority of highlighting (80%+10%) = Exceeding | | |

