



Year 5

Number Place Value

I can read and write numbers to at least 1000000.

I can order and compare numbers up to at least 1000000.

I know the value of each digit of numbers up to 1000000.

I can count in steps of powers of 10 for any given number up to 1000000.

I can understand negative numbers in context and count forwards and backwards with positive and negative whole numbers. Including through zero.

I can round any number to 10, 100, 1000.

I can round any number to 10000 or 100000.

I can solve number problems and practical problems that involve all of the above.

I can read Roman numerals to 1000 and recognise years written in Roman numerals.

Addition Subtraction

I can add whole numbers with more than 4 digit including using a formal written method.

I can subtract whole numbers with more than 4 digit including using a formal written method.

I can add mentally using increasingly larger numbers.

I can subtract mentally using increasingly larger numbers.

I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

I can solve addition and subtraction multi-step word problems in context, deciding on the operation to use and why.

Multiplication and Division

I can identify multiples and factors, including finding all factor pairs of number and common factors of two numbers.

I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

I know whether a number up to 100 is prime and recall prime numbers up to 19.

I can multiply numbers up to 4 digits by a one number using a written method.

I can multiply numbers up to 4 digits by a two number using a written method, including long multiplication

I can multiply and divide numbers mentally using the facts that I already know.

I can divide numbers up to 4 digits by a one-digit number using a written method of short division.

I can divide numbers up to 4 digits by a one-digit number using a written method of short division, interpreting remainders appropriately for the context.

I can multiply whole numbers and those involving decimals by 10, 100 and 1000.

I can divide whole numbers and those involving decimals by 10, 100 and 1000.

I can recognise and use square numbers, and use the sign for squared numbers.	
I can recognise and use cube numbers, and use the sign for cubed numbers.	
I can solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cube.	
I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
Fractions, decimals and percentages	
I can compare and order fractions whose denominators are all multiples of the same number.	
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]	
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.	
I can multiply proper fractions and mixed numbers by whole numbers, with manipulatives and diagrams to help me.	
I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$]	
I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	
I can round decimals with two decimal places to the nearest whole number and to one decimal place.	
I can read, write, order and compare numbers with up to three decimal places.	
I can solve problems involving number up to three decimal places.	
I know what this symbol means % I understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.	
I can 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.	
Measurement	
I can convert between kilometre and metre; centimetre and metre; centimetre and millimetre	
I can convert between gram and kilogram.	
I can convert between litre and millilitre.	
I know how to use approximate equivalences between metric units and common imperial units such as inches, pounds, pints	
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	
I can calculate and compare the area of rectangles (including squares), and including using standard units.	

I can estimate the area of irregular shapes.	
I can estimate volume [for example, one cm cubed blocks to build cuboids and cubes and capacity [using water].	
I can solve problems involving converting between units of time.	
I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	
Geometry	
I can name 3-D shapes, including cubes and other cuboids, from 2-D representations.	
I know angles are measured in degrees.	
I can estimate and compare acute, obtuse and reflex angles.	
I can draw given angles, and measure them in degrees.	
I can identify angles at a point and one whole turn (total 360o) and angles at a point on a straight line and ½ turn (180o)	
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
I can distinguish between regular and irregular polygons, based on reasoning about equal sides and angles.	
I can 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	
I can complete, read and interpret information in tables, including timetables.	
I can solve comparison, sum and difference problems using information presented in a line graph.	

	Emerging	Emerging +	Developing	Developing +	Secure	Secure +
Score	6-11	12-18	19-24	25-33	34-39	40+

