

Year Five Mathematics



| | | STATEMENTS | Date 1 | Date 2 | Date 3 | COMMENTS |
|---------------|--|---|--------|--------|--------|----------|
| NUMBER | Number and Place Value | I can read numbers to at least 1,000,000 and determine the value of each digit. | | | | |
| | | I can write numbers to at least 1,000,000 and determine the value of each digit. | | | | |
| | | I can order numbers to at least 1,000,000 and determine the value of each digit. | | | | |
| | | I can compare numbers to at least 1,000,000 and determine the value of each digit. | | | | |
| | | I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. | | | | |
| | | I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. | | | | |
| | | I can round any number up to 1,000,000 to the nearest 10. | | | | |
| | | I can round up to 1,000,000 to the nearest 100. | | | | |
| | | I can round up to 1,000,000 to the nearest 1000. | | | | |
| | | I can round up to 1,000,000 to the nearest 10,000. | | | | |
| | | I can round up to 1,000,000 to the nearest 100,000. | | | | |
| | | I can solve number problems and practical problems using these ideas. | | | | |
| | | I can read Roman numerals to 1000 and recognise years written in Roman numerals. | | | | |
| | Addition and Subtraction | I can add whole numbers with more than four-digits, including using formal written methods (columnar +). | | | | |
| | | I can subtract whole numbers with more than four-digits, including using formal written methods (columnar -). | | | | |
| | | I can + and – numbers mentally with large numbers. | | | | |
| | | I can use rounding to check answers and determine, in the context of problems, levels of accuracy. | | | | |
| | | I can solve + and – multi-step problems in contexts, deciding which operations and methods to use and why. | | | | |
| | Multiplication and Division | I can identify multiples and factors, including finding all factor pairs of a number. | | | | |
| | | I can identify multiples and factors, including common factors of two numbers. | | | | |
| | | I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. | | | | |
| | | I can establish whether a number up to 100 is prime. | | | | |
| | | I can recall all prime numbers up to 19. | | | | |
| | | I can multiply numbers up to 4 digits by a one-digit number using a formal written method. | | | | |
| | | I can use long multiplication when multiplying with two-digit numbers. | | | | |
| | | I can x and ÷ numbers mentally drawing upon known facts. | | | | |
| | | I can divide up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. | | | | |
| | | I can recognise and use square (²) and cube (³) numbers. | | | | |
| | | I can use my knowledge to solve x and ÷ problems. | | | | |
| | | I can solve problems using all four operations or a combination of these, including understanding = sign. | | | | |
| | I can solve problems using x and ÷, including scaling by simple fractions and problems involving simple rates. | | | | | |

Child's Name _____ PP _____ SEND _____ EAL _____ MA _____

| | | STATEMENTS | Date 1 | Date 2 | Date 3 | COMMENTS |
|---------------------------|---|--|--------|--------|--------|----------|
| NUMBER (continued) | Fractions (including decimals) | 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 fraction, represented visually, including 10ths and 100ths. | | | | |
| | | I can recognise mixed numbers and improper fractions and convert from one form to the other. | | | | |
| | | I can write statements > 1 as a mixed number. | | | | |
| | | I can add fractions with the same denominator and denominators that are multiples of the same number. | | | | |
| | | I can 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, using diagrams and materials. | | | | |
| | | I can read and write decimal numbers as fractions. | | | | |
| | | I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents. | | | | |
| | | I can round decimals with two decimal places to the nearest whole number. | | | | |
| | | I can round decimals with two decimal places to the nearest tenth. | | | | |
| | | I can read, write, order and compare numbers with up to three decimal places. | | | | |
| | | I recognise the % symbol and know that this relates to 'number of parts per hundred'. | | | | |
| | | I can write percentages as a fraction with denominator 100 and as a decimal. | | | | |
| | | I can solve problems which require knowing percentage and decimal equivalence of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of 10 or 25. | | | | |
| MEASUREMENT | | I can convert between different units of metric measure. | | | | |
| | | I understand use approximate equivalence between metric units and common imperial units; 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) using cm^2 and m^2 . | | | | |
| | | I can estimate the area of irregular shapes. | | | | |
| | | I can estimate volume and capacity. | | | | |
| | | I can solve problems converting between units of time. | | | | |
| | | I can use all four operations to solve problems involving measure and decimal notation, including scaling. | | | | |
| GEOMETRY | Properties of shapes | I can identify 3-D shapes, including cubes and 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 ($^{\circ}$). | | | | |
| | | I can identify angles at a point and one whole turn (360°) | | | | |
| | | I can identify angles on a straight line and $\frac{1}{2}$ turn (180°) | | | | |
| | | I can identify other multiples of 90° . | | | | |
| | | I can use the properties of rectangles to work out related facts and find missing lengths and angles. | | | | |
| | I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. | | | | | |
| Position | | I can identify, describe and represent the position of a shape following a reflection, using the appropriate language. I know the shape has not changed. | | | | |

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| | | I can identify, describe and represent the position of a shape following a translation, using the appropriate language. I know the shape has not changed. | | | | |
| STATS. | | I can solve comparison, sum and difference problems using information presented in a line graph. | | | | |
| | | I can complete, read and interpret information in tables, including timetables. | | | | |

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