# Year 5 Autumn Curriculum Goals – Maths

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| Number (Place Value):<br>I can read, write, order and compare numbers to at least 10,000,00 and determine the value of each digit. |
| Number (Place Value):<br>I can count forwards or backwards in steps of powers of 10 for any given number up to 1000000. |
| Number (Place Value):<br>I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. |
| Number (Place Value):<br>I can round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 |
| Number (Place Value):<br>I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals. |
| Number (Addition and Subtraction):<br>I can add and subtract numbers mentally with increasingly large numbers. |
| Number (Addition and Subtraction):<br>I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. |
| Number (Addition and Subtraction):<br>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. |
| Number (Addition and Subtraction):<br>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. |
| Number (Multiplication and Division):<br>I can multiply and divide whole numbers by 10, 100 and 1000. |
| Number (Multiplication and Division):<br>I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I can recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) |
| Number (Multiplication and Division):<br>I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. |
| Number (Multiplication and Division):<br>I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. |
| Number (Multiplication and Division):<br>I can establish whether a number up to 100 is prime and recall prime numbers up to 19 |
| Statistics:<br>I can solve comparison, sum and difference problems using information presented in a line graph. |
| Statistics:<br>I can complete, read and interpret information in tables including timetables. |
| Measurement (Perimeter and Area):<br>I can measure and calculate the perimeter of composite rectilinear shapes in cm and m. |
| Measurement (Perimeter and Area):<br>I can calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes. |

# Year 5 Spring Curriculum Goals – Maths

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| Number (Multiplication and Division):<br>I can multiply and divide numbers mentally drawing upon known facts. |
| Number (Multiplication and Division):<br>I can multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. |
| Number (Multiplication and Division):<br>I can 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. |
| Number (Fractions):<br>I can compare and order fractions whose denominators are multiples of the same number. |
| Number (Fractions):<br>I can identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. |
| Number (Fractions):<br>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 1/5 ] |
| Number (Fractions):<br>I can add and subtract fractions with the same denominator and denominators that are multiples of the same number. |
| Number (Fractions):<br>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. |
| Number (Fractions):<br>I can read and write decimal numbers as fractions [ for example 0.71 = 71100] |
| Number (Fractions):<br>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |
| Number (Decimals and Percentages):<br>I can read, write, order and compare numbers with up to three decimal places. |
| Number (Decimals and Percentages):<br>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. |
| Number (Decimals and Percentages):<br>I can round decimals with two decimal places to the nearest whole number and to one decimal place. |
| Number (Decimals and Percentages):<br>I can 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. |

# Year 5 Summer Curriculum Goals – Maths

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| Number (Decimals):<br>I can add and subtract decimals (with and without the same number of decimal places) |
| Number (Decimals):<br>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. |
| Number (Decimals):<br>I can find complements which sum to make 1. |
| Measurement (Converting Units):<br>I can convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] |
| Measurement (Converting Units):<br>To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. |
| Measurement (Converting Units):<br>I can solve problems involving converting between units of time. |
| Measurement (Volume):<br>I can estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] |
| Measurement (Volume):<br>I can use all four operations to solve problems involving measure. |
| Geometry (Properties of Shape and Angles):<br>I can identify 3D shapes, including cubes and other cuboids, from 2D representations. |
| Geometry (Properties of Shape and Angles):<br>I can use the properties of rectangles to deduce related facts and find missing lengths and angles. |
| Geometry (Properties of Shape and Angles):<br>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. |
| Geometry (Properties of Shape and Angles):<br>I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. |
| Geometry (Properties of Shape and Angles):<br>I can draw given angles, and measure them in degrees (o) |
| Geometry (Properties of Shape and Angles):<br>I can identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o |
| Geometry (Position and Direction):<br>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. |