

Key Learning in Mathematics – Year 5

| Number – number and place value | Number – addition and subtraction | Number – multiplication and division |
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| <ul style="list-style-type: none"> ▪ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. ▪ <i>Count forwards and backwards in decimal steps.</i> ▪ Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. ▪ Read, write, order and compare numbers with up to 3 decimal places. ▪ <i>Identify the value of each digit to three decimal places.</i> ▪ <i>Identify represent and estimate numbers using the number line.</i> ▪ <i>Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.</i> ▪ Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. ▪ Round decimals with two decimal places to the nearest whole number and to one decimal place. ▪ Multiply/divide whole numbers and decimals by 10, 100 and 1000. ▪ Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero. ▪ <i>Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal.</i> ▪ Read Roman numerals to 1000 (M); recognise years written as such. ▪ Solve number and practical problems that involve all of the above. | <ul style="list-style-type: none"> ▪ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i> ▪ <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> ▪ <i>Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</i> ▪ <i>Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places).</i> ▪ Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places. ▪ Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, 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. ▪ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ▪ <i>Solve addition and subtraction problems involving missing numbers.</i> | <ul style="list-style-type: none"> ▪ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i> ▪ 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. ▪ Recognise and use square (2) and cube (3) numbers, and notation. ▪ <i>Use partitioning to double or halve any number, including decimals to two decimal places.</i> ▪ Multiply and divide numbers mentally drawing upon known facts. ▪ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. ▪ 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. ▪ 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. ▪ <i>Use estimation/inverse to check answers to calculations; determine, in the context of a problem, an appropriate degree of accuracy.</i> ▪ 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. |

Key Learning in Mathematics – Year 5

| Number – fractions, decimals and percentages | Geometry – properties of shapes | Measurement |
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| <ul style="list-style-type: none"> ▪ Recognise mixed numbers and improper fractions and convert from one form to the other. ▪ Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$). ▪ Count on and back in mixed number steps such as $7\frac{1}{2}$. ▪ Compare and order fractions whose denominators are all multiples of the same number (including on a number line). ▪ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. ▪ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. ▪ Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams). ▪ Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$). ▪ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. ▪ 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 involving fractions and decimals to three places. ▪ 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 fractions with a denominator of a multiple of 10 or 25. | <ul style="list-style-type: none"> ▪ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ▪ Use the properties of rectangles to deduce related facts and find missing lengths and angles. ▪ Identify 3-D shapes 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 (°). ▪ Identify: <ul style="list-style-type: none"> - angles at a point and one whole turn (total 360°). - angles at a point on a straight line and half a turn (total 180°). - other multiples of 90°. | <ul style="list-style-type: none"> ▪ Use, read and write standard units of length and mass. ▪ Estimate (and calculate) volume ((e.g., using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water). ▪ Understand the difference between liquid volume and solid volume. ▪ Continue to order temperatures including those below 0°C. ▪ Convert between different units of metric measure. ▪ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. ▪ Measure/calculate the perimeter of composite rectilinear shapes. ▪ Calculate and compare the area of rectangle, use standard units square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. ▪ Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. ▪ Solve problems involving converting between units of time. ▪ Use all four operations to solve problems involving measure using decimal notation, including scaling. |
| | <h3 style="background-color: #0056b3; color: white; padding: 2px;">Geometry – position and direction</h3> <ul style="list-style-type: none"> ▪ Describe positions on the first quadrant of a coordinate grid. ▪ Plot specified points and complete shapes. ▪ 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. | |
| | | <h3 style="background-color: #0056b3; color: white; padding: 2px;">Statistics</h3> <ul style="list-style-type: none"> ▪ Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes). ▪ Complete, read and interpret information in tables and timetables. ▪ Solve comparison, sum and difference problems using information presented in all types of graph including a line graph. ▪ Calculate and interpret the mode, median and range. |