



Maths Year 5

| Strand of maths | Term 1 | Term 2 | Term 3 |
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| Number- Number and Place Value | <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> | <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> | <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> |
| Number- Addition | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> |
| Number - Subtraction | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> | <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> |



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| Number - Multiplication | <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>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.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> | <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their</p> | <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> |



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| | | knowledge of factors and multiples, squares and cubes. | |
| Number – Division | <p>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.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> | <p>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.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> | <p>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.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> |
| Number – Fractions- including decimals and percentages | <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a</p> | <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$)</p> <p>Recognise and use thousandths and</p> | <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>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</p> |



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| | <p>mixed number [for example $2 \text{ fifths} + 4 \text{ fifths} = 6 \text{ fifths} = 1 \text{ and one fifth}$].</p> | <p>relate them to tenths, hundredths and decimal equivalents</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> | <p>Solve problems which require knowing percentage and decimal equivalents of one half, one quarter, one fifth, two fifths, four fifths and those fractions with a denominator of a multiple of 10 or 25.</p> |
| Measurement | <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> | <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> | <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> |
| Measurement- time | <p>Solve problems involving converting between units of time.</p> | <p>Solve problems involving converting between units of time.</p> | <p>Solve problems involving converting between units of time.</p> |
| Geometry – Properties of Shapes | <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> | <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> | <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> |



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| | Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. | Draw given angles, and measure them in degrees (°) Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and a half a turn (total 180°) other multiples of 90° | Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. |
| Geometry – Position and Direction | 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. Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes. | 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. Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes. | 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. Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes. |
| Statistics | Solve comparison, sum and difference problems using information presented in a line graph. | Complete, read and interpret information in tables, including timetables. | Complete, read and interpret information in tables, including timetables. |