



Wood End Primary School

Year 5 Maths Targets

Number and Place Value

- 1) I can read and write numbers to at least 1,000,000 and determine the value of each digit.
- 2) I can order numbers to at least 1,000,000.
- 3) I can compare numbers to at least 1,000,000.
- 4) I can count forwards in steps of powers of 10 for any given number up to 1,000,000.
- 5) I can count backwards in steps of powers of 10 for any given number up to 1,000,000.
- 6) I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- 7) I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- 8) I can interpret negative numbers in context by counting forwards and backwards with positive and negative whole numbers including through zero.
- 9) I can solve problems and practical problems that involve all of the above.

Addition and Subtraction

- 10) I can add whole numbers with more than 4 digits including formal written methods.
- 11) I can subtract whole numbers with more than 4 digits including formal written methods.
- 12) I can add numbers mentally with increasingly large numbers e.g. $125,354 + 51,000 = 176,354$.
- 13) I can subtract numbers mentally with increasingly large numbers e.g. $125,546 - 5200 = 120,346$
- 14) I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- 15) I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- 16) *I can multiply mentally drawing upon known facts.*
- 17) *I can divide mentally drawing upon known facts.*
- 18) I can identify multiples of a number.
- 19) I can identify factors including finding all factor pairs of a number.
- 20) I can identify common factors of two numbers.
- 21) I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- 22) I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- 23) I can multiply numbers up to 4 digits by a one-digit number using a formal written method.

	24) I can multiply numbers up to 4 digits by a two-digit number using a formal written method.
	25) I can divide numbers up to four digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.
	26) I can multiply whole numbers and those involving decimals by 10, 100 and 1000.
	27) I can divide whole numbers and those involving decimals by 10, 100 and 1000.
	28) I can recognise and use square and cube numbers and the notation for squared and cubed (2 and 3).
	29) I can solve problems involving multiplication and division including using my knowledge of factors, multiples, squares and cubes.
	30) I can solve problems including addition, subtraction, multiplication and division including understanding the meaning of the equals sign.
	31) I can solve problems using a combination of the four operations.
Fractions (including Decimals and Percentages)	
	32) I can identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
	33) I can compare fractions where denominators are all multiples of the same number.
	34) I can order fractions where denominators are all multiples of the same number.
	35) I can add fractions with the same denominator or multiples of the same number.
	36) I can subtract fractions with the same denominator or multiples of the same number.
	37) I can convert mixed numbers to improper fractions.
	38) I can convert improper fractions to mixed numbers and write mathematical statements > 1 as a mixed number.
	39) I can multiply proper fractions by whole numbers supported by materials and diagrams.
	40) I can multiply mixed numbers by whole numbers supported by materials and diagrams.
	41) I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
	42) I can read and write decimal numbers as fractions.
	43) I can round decimals with two decimal places to the nearest whole number.
	44) I can round decimals with two decimal places to one decimal place.
	45) I can read and write numbers with up to three decimal places.
	46) I can order numbers with up to three decimal places.
	47) I can compare numbers with up to three decimal places.
	48) I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
	49) I can solve problems involving number up to three decimal places.
	50) I can solve problems that require knowing % 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.
	51) I can recognise the per cent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with a denominator 100.



I can write percentages as a decimal

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Measurement

- 53) I can convert between different units of metric measurement (km and m, cm and m, cm and mm, g and kg).
- 54) I can understand and use appropriate equivalences between metric and common imperial units such as pounds, inches and pints.
- 55) I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- 56) I can calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²).
- 57) I can estimate the area of irregular shapes.
- 58) I can estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example using water].
- 59) I can solve problems involving converting units of time.
- 60) I can use all four operations to solve problems involving measure (e.g mass, length, volume, money using decimal notation, including scaling) and problems converting between units of time.

Properties of Shapes

- 61) I can identify 3-D shapes from 2-D representations.
- 62) I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- 63) I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- 64) I can estimate acute, obtuse, and reflex angles knowing they are measured in degrees.
- 65) I can compare acute, obtuse and reflex angles knowing they are measured in degrees.
- 66) I can draw given angles and measure them in degrees. (°)
- 67) I can identify angles at a point and one whole turn (360°).
- 68) I can identify angles at a point on a straight line and ½ turn (total 180°).
- 69) I can identify other multiples of 90°.

Position and Direction

- 70) I can identify, describe and represent the position of a shape following a reflection using the appropriate language and know that the shape has not changed.
- 71) I can identify, describe and represent the position of a shape following a translation using the appropriate language and know that the shape has not changed.

Statistics

- 72) I can solve comparison, sum and difference problems using information presented in a line graph.
- 73) I can complete information in tables, including timetables.
- 74) I can read and interpret information in tables, including timetables.