Year 5 Maths Assessment (Statements)

Name: 👍 ● 👓 ♦ 💻

	B	B+	W	W+	S	S+		B	B+	W	W+	S	S+		B	B+	W	W+	S	S+
Autumn							Spring							Summer						

Number

Number and Place Value and Rounding	Date achieved
To count forwards or backwards in steps of powers of 10 for any given number up to **1,000,000.**	
To use negative numbers in context and count forwards and backwards with positive and negative numbers through 0.	
To round any number up to **1,000,000** to the nearest 10, 100, 100, 10,000 and 100,000.	
To solve number and practical problems.	
To read Roman numerals to 1000 (M)	
To recognise years written in Roman numerals.	

Addition Subtraction	
To add numbers with more than 4 digits using efficient written methods.	
To subtract numbers with more than 4 digits using efficient written methods.	
To add mentally using increasingly large numbers.	
To subtract mentally using increasingly large numbers.	
To use rounding to check answers to calculations.	
To solve multi-step addition problems in contexts, deciding which operations and methods to use and why.	

Multiplication Division	
To recall X facts for multiplication tables up to 12x12.	
To recall ÷ facts for multiplication tables up to 12x12.	
To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
To establish whether a number up to 100 is prime and recall prime numbers up to 19.	
To X number up to 4 digits by a 1 or 2 digit number.	
To divide numbers up to 4 digits by a 1 digit number using an efficient written method.	
To recognise and use square numbers and cube numbers.	
To X whole numbers and those involving decimals by 10, 100 & 1000.	
To ÷ whole numbers and those involving decimals by 10, 100 & 1000.	
To solve problems including scaling by simple fractions and simple rates.	

Fraction, Decimal, Percentages	
To compare and order fractions whose denominators are all multiples of the same number.	
To begin to compare and order fractions, including fractions greater than 1.	
To recognise mixed numbers and improper fractions and convert from one form to another.	
To + and – fractions with the same denominator and related fractions.	
To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	
To read and write decimal numbers as fractions.	
To recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.	
To round decimals with 2 decimal places to the nearest whole number and to one decimal place	
To read, write, order and compare numbers with up to 3 decimal places.	
To solve number problems up to 3 decimal places.	
To recognise the % symbol and understand what it means.	
To write percentages as a fraction.	

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Measurement	
To convert between different units of measure (e.g. km to m; m to cm; cm to mm; kg to g; l to ml and vice versa.	
To understand and use basic equivalences between metric and common Imperial units.	
To measure and calculate the perimeter of composite rectilinear shapes in cm and m.	
To calculate and compare the area of squares and rectangles.	
To estimate the area of irregular shapes.	
To recognise and estimate volume and capacity.	
To solve problems involving converting between units of time.	
To solve problems involving addition and subtraction of units of measures using decimal notation.	
To tell the time on an analogue clock to the nearest 5 minutes	

Geometry (Shapes, Position and directions)	
To identify 3-D shapes, including cubes and cuboids, from 2-D presentations.	
I know angles are measured in degrees and can estimate and measure them.	
To draw a given angle, writing its size in degrees.	
To identify multiples of 90 degrees.	
To identify angles at a point on a straight line and ½ a turn.	
To identify angles at a point and one whole turn.	
To identify reflex angles.	
To compare different angles.	
To draw shapes using given dimentions and angles.(N/S guidance)	
To state and use the properties of a rectangle to deduce related facts.	
To distinguish between regular and irregular polygons.	1

Statistics	
To solve 'comparison' problems using information presented in line graphs.	
To solve 'sum' problems using information presented in line graphs.	
To solve 'difference' problems using information presented in line graphs.	
To complete information in tables including timetables.	
To read and interpret information in tables including timetables.	
To present information using ICT. (N/S guidance)	

Steps

B	B+	W	W+	S	S+
1-11 statements highlighted	12-21 statements highlighted	22 – 31 statements highlighted	32 -41 statements highlighted	42-52 statements highlighted	53-60 statements highlighted