Year 5 Maths Assessment (Statements)

Name:	Class:

Number and Place Value
To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
To interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers, including through 0.
To round any number up to 1,000,000 to the nearest: 10 ☐ 100 ☐ 1000 ☐ 10,000 ☐ 100,000 ☐
To solve number and practical problems that involve the above.
To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
To recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.

Addition and Subtraction
To add and subtract whole numbers with more than 4 digits, including using formal written methods.
To add and subtract numbers mentally with increasingly large numbers.
To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division
To identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
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 or composite and recall prime numbers up to 19.
To multiply numbers up to 4 digit by a 1 or 2 digit number using a formal written method, including long multiplication for 2-digit numbers.
To multiply and divide numbers mentally, drawing upon known facts.
To 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.
To multiply & divide whole numbers & those with decimals by 10 ☐ 100 ☐ 1000 ☐
To recognise & use square & cube numbers & use the notation for squared (^{2}) & cubed (^{3}).
To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
To solve multi-step problems in contexts, deciding which operations and methods to use and explaining why.
To confidently use and understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements.
To use and explain the equals sign to indicate equivalence, including in missing number problems (for example, 13 + 24 = 12 + 25; 33 = 5 x).

Fractions (Including Decimals and Percentages)
To compare and order fractions whose denominators are all multiples of the same number.
To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
To add and subtract fractions with the same denominator and denominators that are multiples of the same number.
To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
To read and write decimal numbers as fractions.

Year 5 Maths Assessment (Statements)

To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
To round decimals with two decimal places to the nearest whole number and to one decimal place.
To read, write, order and compare numbers with up to three decimal places.
To solve problems involving number up to three decimal places.
To recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'.
To write percentages as a fraction with denominator 100, and as a decimal.
To solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
To mentally add and subtract tenths, and one-digit whole numbers and tenths.
Measurement
To convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2).
To estimate the area of irregular shapes.
To estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
To solve problems involving converting between units of time.
To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Geometry (Properties of Shapes, Position and Direction)
To identify 3-D shapes, including cubes and cuboids, from 2-D presentations.
To know angles are measured in degrees and to estimate and compare acute, obtuse and reflex angles.
To draw given angles and measure them in degrees (°).
To identify angles at a point and one whole turn (total 360°).
To identify angles at a point on a straight line and ½ a turn (total 180°).
To identify multiples of 90 degrees.
To use the properties of rectangles to deduce related facts and find missing lengths and angles.
To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
To draw shapes using given dimensions and angles.
To use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals.
To use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.
Statistics
To complete information in tables including timetables.
To read and interpret information in tables including timetables.
To solve comparison, sum and difference problems using information presented in a line graphs.
To connect their work on coordinates and scales to their interpretation of time graphs.
To decide and explain which representations of data are most appropriate and why.

Autumn	Spring	Summer

For a child to be **EXP** they have to achieve 39 statements targets in black or purple.
For a child to be **EXC** they have to achieve all targets in black and purple.