



Wood End Primary School Year 5 Maths Targets

Experienced

Achieved

Fluency

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.				
52)	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 (cm^2) and square metres (m^2).

57) I can estimate the area of irregular shapes.

58) I can estimate volume [for example using 1cm^3 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. ($^\circ$)

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 $\frac{1}{2}$ 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.

