

A Year 5 Mathematician

Autumn Term

Number – Place

Value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.

Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000

Solve number problems and practical problems that involve all of the above.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number - Addition and Subtraction

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Statistics

Solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables including timetables.

Number – multiplication and division

Multiply and divide numbers mentally drawing upon known facts.

Multiply and divide whole numbers by 10, 100 and 1000.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19

Perimeter and Area

Measure and calculate the perimeter of composite rectilinear shapes in cm and m.

Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.

Spring Term

Number – Multiplication and Division

Multiply and divide numbers mentally drawing upon known facts.

Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.

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.

Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

Number: Fractions

Compare and order fractions whose denominators are multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions [for example $0.71 = 71/100$]

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number: Decimals and Percentages

Read, write, order and compare numbers with up to three decimal places.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.

Solve problems involving number up to three decimal places.

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.

Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Summer Term

Number: Decimals

Solve problems involving number up to three decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry - Properties of Shapes and Angles

Identify 3D shapes, including cubes and other cuboids, from 2D representations.

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex 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 ½ a turn (total 180°) other multiples of 90°

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.

Measurement - converting units

Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Solve problems involving converting between units of time.

Measures Volume

Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes) and capacity [for example, using water]

Use all four operations to solve problems involving measure.

A Year 5 Writer

I can distinguish between homophones and other words which are often confused

I can spell commonly misspelt words from the year 5/6 spelling list

I can use a range of spelling strategies e.g. morphology and etymology

I can spell words with silent letters

I can write neatly and appropriately for the task

I can write legibly, fluently and with increasing speed

I can use commas to mark phrases or clauses

I can use a semi-colon, colon and dash

I can use the colon to introduce a list and a semi-colon within lists

I can use a hyphen to avoid ambiguity

I can use devices such as simile, metaphor and personification for effect

I can describe settings, characters and atmosphere and integrate dialogue to convey characters and advance the action

I can summarise a paragraph or event

I can organise writing into paragraphs to show different information

I can use relative clauses

I can choose the appropriate form and register for the audience and purpose of the writing

I can vary sentence structure, text features and make appropriate vocabulary choices for the audience, purpose and degree of formality

I can use a range of sentence starters to create specific effects

I can use developed noun phrases to add detail to sentences

I can use the passive voice for emphasis

I can use a variety of organisational and presentational devices correct to the text type

I can write paragraphs which can clearly signal a change in subject, time, place or event

A Year 5 Reader

I have produced, as part of a group, a "how to" video demonstrating how i tackle unfamiliar words using prior knowledge of similar looking words, prefixes and suffixes.

I have created a bank of "stolen vocabulary and phrases" and explain their meaning.

In my journal i have examples of how idioms and figurative language (for example lamb to the slaughter) is used and i have explained the meaning and impact of them.

I have used examples of the writer's language to demonstrate impact and effect in my discussion circle.

I can use my understanding of grammatical features used by the writer for impact e.g. Rhetorical questions, repetition, varied sentence length.

In my book club i have been able to draw conclusions about a character's thoughts and motives through their actions.

I have acted upon the feedback given on the predictions I have made base on a text.

I have written the internal dialogue for a character and shared it with others.

I can order the events in complex texts

Within my discussion circle i have taken on the role of the summariser at the end of our discussion.

I can provide more than one clearly explained reason when expressing my personal point of view on a text, backed by evidence.

I can compare and contrast parts of different texts and present my findings.

Within my book club i can compare different versions of a text and discuss similarities and differences.

In my reading group i have challenged ideas, using evidence, to further and deepen the conversation.

I have filmed a review in which the author's views and intentions are presented.