# Year 5 - Maths

## Number – number & place value

| | | | | | |
|---|---|---|---|---|---|
| 5.NPV1 read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NPV2 count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NPV3 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NPV4 round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NPV5 solve number problems and practical problems that involve all of the above | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NPV6 read Roman numerals to 1,000 (M) and recognise years written in Roman numerals | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

# Year 5 - Maths

## Number – addition & subtraction

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 5.NAS1 add and subtract numbers mentally with increasingly large numbers | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.NAS2 use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.NAS3 solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

# Year 5 - Maths

## Number - multiplication & division

| | | | | | |
|---|---|---|---|---|---|
| 5.NMD1 identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD2 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD3 establish whether a number up to 100 is prime and recall prime numbers up to 19 | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD4 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD5 multiply and divide numbers mentally, drawing upon known facts | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD6 divide numbers up to 4 digits by a one-digit number using the formal written method of short division | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD7 and interpret remainders appropriately for the context | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD8 multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD9 recognise and use square numbers and cube numbers, and the notation for squared ($^2$) and cubed ($^3$) | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD10 solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD11 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NMD11 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

# Year 5 - Maths

## Number - Fractions

| | | | | | |
|---|---|---|---|---|---|
| 5.NF1 compare and order fractions whose denominators are all multiples of the same number | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF2 identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF3 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF4 add and subtract fractions with the same denominator, and denominators that are multiples of the same number | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF5 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF6 read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF7 recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF8 read, write, order and compare numbers with up to 3 decimal places | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF9 solve problems involving number up to 3 decimal places | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF10 recognise the percent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.NF11 solve problems which require knowing percentage 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 | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

# Year 5 - Maths

## Measurement

| | | | | | |
|---|---|---|---|---|---|
| 5.M1 convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.M2 understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.M3 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.M4 calculate and compare the area of rectangles (including squares), including using standard units, square centimetres ($cm^2$) and square metres ($m^2$), and estimate the area of irregular shapes | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.M5 estimate volume [for example, using 1 $cm^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water] | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.M6 solve problems involving converting between units of time<br>M7 use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.M7 use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |

# Year 5 - Maths

## Geometry - Properties of Shape

| | | | | | |
|---|---|---|---|---|---|
| 5.GPS1 identify 3-D shapes, including cubes and other cuboids, from 2-D representations | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.GPS2 know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.GPS3 identify angles at a point and 1 whole turn (total 360°) | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.GPS4 identify angles at a point on a straight line and half a turn (total 180°) | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.GPS5 other multiples of 90° | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.GPS6 use the properties of rectangles to deduce related facts and find missing lengths and angles | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| 5.GPS6 use the properties of rectangles to deduce related facts and find missing lengths and angles | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |

# Year 5 - Maths

## Geometry - Position and Direction

5.GPD1 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

| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
|---|---|---|---|---|---|
| | | | | | |

# Year 5 - Maths

## Statistics

| | | | | | |
|---|---|---|---|---|---|
| 5.S1 solve comparison, sum and difference problems using information presented in a line graph | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |
| 5.S2 complete, read and interpret information in tables, including timetables | | | | | |
| Not Met | Shallow | Emerging | Developing | Deepening | Functional |
| | | | | | |