

Year 5		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying	Problem solving	<ul style="list-style-type: none"> I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. I can solve addition and subtraction multi-step problems in context, deciding which operations to use and why. I can solve division problems interpreting remainders in context and adjusting the answers appropriately. I can solve problems involving multiplication and division including scaling by simple fractions. I can solve multi-step problems involving a combination of any of the 4 operations. I can use all 4 operations to solve equivalence statements (e.g. $5 \times ? = 18 + 12$). I can investigate a problem involving place value and properties of number and present my investigation in a clear and organised way. 			<p>I can solve number and practical problems using all my number skills.</p> <p>ALSO REFER TO EXPECTATIONS FROM NCETM WHEN MAKING JUDGEMENTS.</p>
Number	Number system	<p>I can read, write and order numbers to at least 1,000 and determine the value of each digit (4c) Yr 4</p> <p>I can count in tens from any number</p> <p>I can count backwards through 0 including negative numbers (Yr4)</p> <p>I can round 3 digit numbers to the nearest 10 or 100 (3b)</p> <p>I can read Roman numerals to 20 (I to XX)</p>	<p>I can read, write and order numbers to at least 10,000 and determine the value of each digit.</p> <p>I can count in hundreds from any given number.</p> <p>I can count forwards and backwards through 0.</p> <p>I can round 4 digit numbers to the nearest 10, 100 and 1000 (4c)</p> <p>I can read Roman numerals to 50 (I to L).</p> <p>I can read, write, order and compare numbers with 1 d.p. (4c)</p> <p>I can recognise and use tenths and relate decimal equivalents.</p> <p>I can solve problems involving numbers up to one</p>	<p>I can read, write and order numbers to at least 100,000 and determine the value of each digit.</p> <p>I can count in thousands from any given number.</p> <p>I can put negative numbers onto a number line.</p> <p>I can round any number to the nearest 10, 100 and 1000. (4b) Yr4</p> <p>I can read Roman numerals to 100 (I to C) and I understand how numbers developed to include 0. (Yr4)</p> <p>I can read, write, order and compare numbers with up to 2 d.p (4b) (Y4)</p> <p>I can recognise and use hundredths and relate them to tenths and decimal equivalents.</p>	<p>I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit (4a)</p> <p>I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</p> <p>I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through 0.</p> <p>I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 (4a)</p> <p>I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</p> <p>I can read, write, order and compare numbers with up to 3 d.p. (4a)</p> <p>I can recognise and use thousandths and relate them to tenths, hundredths and decimal</p>

			d.p.	<p>I can round decimals with one d.p. to the nearest whole number.</p> <p>I can solve problems involving numbers up to two d.p.</p>	<p>equivalents.</p> <p>I can round decimals with two d.p. to the nearest whole number and to one d.p.</p> <p>I can solve problems involving number up to three d.p.</p>
Fraction s and decimals	<p>I can compare and order fractions whose denominators are the same using resources e.g. fraction boards, number lines.</p> <p>I can find equivalent fractions for a $\frac{1}{2}$ (3a) (Y2)</p>	<p>I can compare and order fractions whose denominators are the same.</p> <p>I can recognise and show equivalent fractions with small denominators (Y3)</p> <p>I can recognise mixed numbers and improper fractions and can convert from one to another.</p> <p>I can add and subtract fractions with the same denominator within a whole (Yr3)</p> <p>I can recognise % and understand percent means out of hundred.</p> <p>I know the decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{3}{4}$</p>	<p>I can compare and order fractions where denominators are in the same fraction family using diagrams.</p> <p>I can recognise and show, using diagrams, families of common equivalent fractions (4c)(Y4)</p> <p>I can understand mixed numbers and position them on a number line (4c)</p> <p>I can add and subtract fractions with the same denominator (Yr4)</p> <p>I can multiply proper fractions by a whole number using materials and diagrams.</p> <p>I can read and write decimal numbers as fractions over 10 and 100.</p> <p>I recognise common equivalent fractions, decimals and percentages e.g. $\frac{1}{2} = 0.5 = 50\%$ etc.</p> <p>I know the decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a</p>	<p>I can compare and order fractions whose denominators are multiples of the same number.</p> <p>I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <1 as mixed numbers e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ (4b)</p> <p>I can add and subtract fractions with the same denominator and multiplies of the same number.</p> <p>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>I can read and write decimal numbers as fractions (4b)</p> <p>I can recognise the percent symbol (%) and understand percent means number of parts per hundred and write percentages as a fraction with a denominator 100 and as a decimal (4c)</p> <p>I can solve problems which require knowing percentage and decimal</p>	

				multiple of 10 or 25.	equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.
Calculating	Addition and Subtraction	<p>I can add and subtract 3 digit numbers using columnar addition without exchanging.</p> <p>I can add mentally a three digit number and a single digit number.</p> <p>I can solve one-step problems in contexts, deciding which operations to use and why (2b)</p>	<p>I can add and subtract 3 digit numbers using columnar addition (3b)</p> <p>I can add mentally a three digit number and a multiple of 10.</p> <p>I am beginning to use rounding to +estimate the answer to a calculation.</p> <p>I can solve more complex one step problems in contexts, deciding which operation to use and why. (3c)</p>	<p>I can add and subtract numbers up to 4 digits using columnar addition (4c)</p> <p>I can add mentally a three digit number and a multiple of a hundred.</p> <p>I can estimate the answer to a calculation using rounding and say whether my answer is likely.</p> <p>I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why (3b)</p>	<p>I can add and subtract whole numbers with more than 4 digits using formal columnar addition and subtraction.</p> <p>I can add and subtract numbers mentally with increasingly large Numbers.</p> <p>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>
	Multiplication and Division	<p>I can find factors for numbers to 20.</p> <p>I can recall multiplication and division facts for the 2, 4, 8, 5, and 10 x table (3b)</p> <p>I can divide using an informal method such as chunking (repeated subtraction).</p> <p>I can solve one-step problems in contexts, deciding which operations to use and why (2b)</p>	<p>I can find factors for numbers to 50.</p> <p>I can recall multiplication and division facts for the 3,6,9,and 7 x table (3a)</p> <p>I can divide a two-digit number by a one-digit number using short division</p> <p>Solve problems involving multiplying and adding, including integer scaling problems (Yr 4)</p> <p>I can solve multiplication and division two-step problems in</p>	<p>I can recognise and use factor pairs and commutativity in mental calculations (4b) (Y4)</p> <p>I can recall multiplication and division facts up to 12x12 (4c)</p> <p>I can divide a three-digit number by a one-digit number using short division (3a)</p> <p>I can begin to represent a remainder as a fraction or decimal.</p>	<p>I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.</p> <p>I can multiply and divide numbers mentally using known facts.</p> <p>I can divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately according to context (4c)</p> <p>I can solve problems using multiplication and division and a combination of these, including</p>

			contexts, deciding which operations to use and why (3b)	I can solve more complex problems involving division including with remainders and round the answer appropriately in context.	<p>understanding the equals sign.</p> <p>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios.</p> <p>I know and use the words prime number, prime factors and composite numbers.</p> <p>I can tell whether a number up to 100 is a prime number and recall prime numbers up to 19.</p> <p>I can recognise and use square numbers and cube numbers and their notation.</p> <p>I can solve problems using multiplication and division using my knowledge of factors and multiples, squares and cubes.</p>
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Geometry	Properties	<p>I can recognise and name common 3D shapes including cuboids, cubes, pyramids and spheres (Y1)</p> <p>I can identify right angles in different orientations (3c)</p>	<p>I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (Y2).</p> <p>I can identify acute and obtuse angles (3b)</p> <p>I can measure and draw</p>	<p>I can make models of 3D shapes and recognise 3D shapes in different orientations (Y3).</p> <p>I can identify acute and obtuse angles and compare and order angles up to two right angles (180°) by size (3a)</p>	<p>I can identify 3D shapes, including cubes and cuboids, from 2D representations.</p> <p>I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p>

			<p>acute and obtuse angles to the nearest 5° when one edge is horizontal/ vertical.</p> <p>I can name a range of 2D shapes.</p>	<p>I can measure and draw reflex angles to the nearest degree when neither edge is horizontal/vertical.</p> <p>I can name 2D shapes, including irregular shapes.</p>	<p>I can draw given angles and measure them in degrees ($^\circ$)</p> <p>I can identify:</p> <ul style="list-style-type: none"> • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and $\frac{1}{2}$ turn (total 180°) • other multiples of 90° <p>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>
	<p>Position and direction</p>	<p>I can reflect simple shapes in a mirror line (L4).</p> <p>I can describe movements between positions as translations of a given unit to the left/right and up/down (4b) (Y4)</p>	<p>I can use a grid to plot the reflection in a mirror line presented at 45° where the shape touched the line or not. (L4)</p> <p>I am beginning to use the distance of vertices from the mirror line to reflect shapes more accurately.</p>	<p>I can reflect shapes in oblique mirror lines where the shape either does not touch the mirror line, or where the shape crosses the mirror line. (L5)</p> <p>I can reflect shapes not presented on grids by measuring perpendicular distances to/from the mirror. (L5)</p> <p>I can reflect shapes in two mirror lines where the shape is not parallel or perpendicular to either mirror. (L5)</p>	<p>I can identify, describe and represent the position of a shape following a reflection or translation, including the appropriate language, and know that the shape has not changed.</p>

				I can translate shapes along an oblique line. (L5)	
Measurement	<p>I can convert between units of length (mm, cm, m, km) using my understanding of \times/\div by 10, 100, 1000.</p> <p>I can find the perimeter of simple shapes (e.g. squares and rectangles) (4c)</p> <p>I can find the area of a shape by counting squares (4a)</p> <p>I can solve one-step conversion problems in contexts, deciding which operations to use and why.</p>	<p>I can convert between units of capacity (ml, l) using my understanding of \times/\div by 1000.</p> <p>I can find the length of a rectangle given the perimeter and width (5c)</p> <p>I can use the formula $L \times B$ to find the area of square/rectangle (5c)</p> <p>I can find the area of rectilinear shapes by counting squares (5a)</p> <p>I can solve more complex one-step conversion problems in contexts, deciding which operations to use and why.</p>	<p>I can convert between units of time (seconds, minutes, hours, days)</p> <p>I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (5a)</p> <p>I can find the area of shapes that need to be divided in to rectangles (composite rectilinear shapes) in cm^2 and m^2.</p> <p>I can compare and order different volumes.</p> <p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)</p> <p>I can understand and use equivalences between metric units and common imperial units such as inches, pounds and pints (5b)</p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>I can calculate and compare the area of squares and rectangles including using standard units cm^2 and m^2 and estimate the area of irregular shapes.</p> <p>I can estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)</p> <p>I can solve problems involving converting between units of Time.</p> <p>I can use all four operations to solve problems including measure (e.g. length, mass,</p>	

				<p>volume, money) using decimal notation including scaling.</p>
<p>Statistics</p>	<p>I can solve comparison, sum and difference problems using information in pictograms and tables.</p> <p>I can collect data using a tally chart (3c)</p> <p>I can draw a bar chart (3a)</p>	<p>I can solve comparison, sum and difference problems using information in bar charts, pictograms and tables</p> <p>□ I can collect discrete data (4b)</p> <p>I can draw a line graph (4a)</p>	<p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (Y4)</p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs (4a) (Y4)</p>	<p>I can solve comparison, sum and difference problems using information presented in line graphs (5c)</p> <p>I can complete, read and interpret information in tables, including time tables (4c)</p>

Judgements (based on the end of year expectation statements):

Some highlighting (approx 10 – 50%) = Developing
 Good level of highlighting (50-80%) = Securing
 Vast majority of highlighting (80%+10%) = Exceeding

