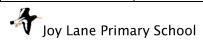
Year 5											
Number	Number	Number	Number		Geometry	Geometry					
Number and	Addition and	Multiplication and	Fractions inc	Measurement	Properties of	Properties and	Statistics				
Place Value	subtraction	division	Decimals & %		shape	direction					
Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught				
to:	to:	to:	to:	to:	to:	to:	to:				
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the	, ,	, ,	to: compare and order fractions whose denominators are all 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, \frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5} add and subtract fractions with the same denominators that are multiples of the same number multiply proper	_	to: identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angle 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	, ,	,				
nearest 10, 100, 1000, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above	contexts, deciding which operations and methods to use and why.	drawing upon known facts 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 multiply and divide whole numbers and	fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = \frac{71}{100} recognise and use thousandths and	metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of	180°) • other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between						
• read Roman numerals to 1000 (M) and		whole numbers and those involving decimals by 10, 100	relate them to tenths, hundredths	estimate the area of irregular shapes	regular and irregular						



Year 5									
recognise years written in Roman numerals.	and 1000 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 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places 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 $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	 estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	polygons based on reasoning about equal sides and angles.					