Y5 expected standard		*Evidence – 6 pieces*					
	NUMBER	**Dates:**					
Number & Place Value	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 nearest 10, 100, 1000, 10 000 and 100 000						
	Solve number problems and practical problems that involve all of the above						
	Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.						
	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.						
Addition & Subtraction	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)						
	Add and subtract numbers mentally with increasingly large numbers, (for example, 12 462 – 2300 = 10 162)						
	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.						
Multiplication & Division	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers						
	Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers						
	Establish whether a number up to 100 is prime and recall prime numbers up to 19						
	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						
	Multiply and divide numbers mentally 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 those involving decimals by 10, 100 and 1000						
	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)						
	Solve problems involving x and ÷ including using their knowledge of factors and multiples, squares and cubes						
	Solve problems involving the four operations and a combination of these, including understanding the meaning of the equals sign						
	Solve problems including scaling by simple fractions and problems involving simple rates						

Y5 expected standard		*Evidence – 6 pieces*					
	NUMBER	**Dates:**					
Fractions (inc. decimals and percentages)	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, 2/5 + 4/5 = 6/5 = 1 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]						
	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						
	Read, write, order and compare numbers with up to three d.p						
	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 ½ , ¼ , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.						
	MEASUREMENT	**Dates:**					
	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)						
	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints						
	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres						
	Using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example 4 + 2b = 20 for a rectangle of sides 2 cm and b cm and perimeter of 20cm.						
	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 irregular shapes						
	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.						

Y5 expected standard		*Evidence – 6 pieces*					
	GEOMETRY	**Dates:**					
Properties of Shapes	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 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 (180°)						
	• other multiples of 90°						
	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						
Position & 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.						
	Recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.						
	STATISTICS	**Dates:**					
	Solve comparison, sum and difference problems using information presented in a line graph						
	Begin to decide which representations of data are most appropriate and why						
	Complete, read and interpret information in tables, including timetables.						