YEAR 5 ASSESSMENT

Greater depth means that children can explain and reason mathematically, enabling them to deepen their mathematical understanding.

Assessment Standards:	
Number and Place Value	
Working towards:	
Read, write, order and compare numbers to at least 100 000 and determine the value of each digit.	
Count forwards or backwards in steps of 10, 100 and 1000 for any given number up to 10 000.	
Count forwards and backwards with positive and negative whole numbers, including through zero.	
Round any number up to 100 000 to the nearest 10, 100, 1000 and 10 000.	
Solve number problems and practical problems that involve all of the above.	
Read Roman numerals to 1000 (M).	
Read, write, order and compare numbers to at least 100 000 and determine the value of each digit.	
Expected:	
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.	
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.	
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
Greater depth:	
Interpret negative numbers in context, count forwards and backwards in different steps with positive and negative whole numbers, including through zero.	
Children can explain and reason mathematically, enabling them to deepen their mathematical understanding.	
Addition and Subtraction	
Working towards:	
Add and subtract whole numbers with more than 3 digits, including using formal written methods (columnar addition and subtraction).	
Add and subtract numbers *up to 3 digits* mentally.	
Use rounding to check answers to calculations.	
Solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why.	
Expected:	
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.	
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
Great depth:	
To create word problems using key vocabulary used involving addition and subtraction.	
Multiplication and Division	
Working towards:	
Identify multiples and factors, including finding all factor pairs of numbers *less than 20*, and common factors of two numbers *less than 20.*	
Know and use the vocabulary of prime numbers.	
Recall prime numbers up to 19.	
Multiply numbers up to 3 digits by a one- digit number using a formal written method.	

YEAR 5 ASSESSMENT

Multiply and divide numbers mentally drawing upon known facts.	
Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	
Recognise and use square numbers up to 100, and the notation for squared (^{2}).	
Solve problems involving multiplication and division including using their knowledge of factors and multiples, and squares.	
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.	
Expected:	
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 (non- prime) 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 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.	
Great depth:	
To create word problems using key vocabulary used involving addition and subtraction.	
Fractions	
Working towards:	
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 <2 and convert from one form to the other.	
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, 0.7 = 7/10].	
Recognise and use *hundredths* and relate them to tenths and decimal equivalents.	
Round decimals with two decimal places to the nearest whole number.	
Read, write, order and compare numbers with up to two decimal places.	
Solve problems involving numbers up to two decimal places.	

YEAR 5 ASSESSMENT

Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred'.	
Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25. ½, ¼ , ⅕ , ⅖ , ⅘ and those fractions with a denominator of a multiple of 10 or 25.	
Expected:	
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 and 6/5	
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 decimal places.	
Solve problems involving numbers up to three decimal places.	
Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.	
Great depth:	
Read and write decimal numbers as fractions for example, 1.375 = 1 ⅜.	
Measurement	
Working towards:	
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) *for simple units.*	
Measure and calculate the perimeter of composite *rectangles* in centimetres and metres.	
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.	
Estimate capacity [for example, using water].	
Solve problems involving converting between units of time using simple units.	
Use all four operations to solve problems involving measure [for example, length, mass, volume, money].	
Identify, describe and represent the position of a shape following a *simple* reflection or translation, using the appropriate language.	
Expected:	
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.	
Estimate volume [for example, using 1cm^3 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.	
Great depth:	
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) *using decimals to three places*.	
Geometry - Shape	
Working towards:	
Identify the 3D shapes cubes and other cuboids from 2D representations.	
Know that angles are measured in degrees: estimate and compare acute and obtuse angles.	
Draw given angles up to 90°, and measure them in degrees (°).	

YEAR 5 ASSESSMENT

Identify:angles at a point on a straight line and 1/2 a turn (total 180°); other multiples of 90°.	
Use the properties of rectangles to deduce related facts and find missing lengths.	
Distinguish between regular and irregular *pentagons and hexagons* based on reasoning about equal sides and angles.	
Expected:	
Identify 3D shapes, including cubes and other cuboids, from 2D representations.	
Identify:angles at a point and one whole turn (total 360°); angles at a point on a straight line and a turn (total 180°); other multiples of 90°.	
Use the properties of rectangles to deduce related facts and find missing lengths and angles.	
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.	
Great depth:	
Identify 3D shapes, including cubes and other cuboids, from 2D representations *and nets.*	
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles, *knowing some of the properties of regular polygons.*	
Statistics	
Working towards:	
Solve *simple* comparison, sum and difference problems using information presented in a simple line graph.	
Read and interpret information in *simple* tables, including timetables.	
Expected:	
Solve comparison, sum and difference problems using information presented in a line graph.	