- Year 5 I en vice prefers the logical service and the l	<u>Mathematics Programme of Study</u>			I can solve problems drawing	Loop use all four	I can identify, describe	I can multiply pairs of	
Lan radic vite generations as a methods with special or and an approximate to special or and approximate to specin to special or and approximate to special or and approx	<u>- Year 5</u>		I can solve problems involving X and ÷, including scaling by simple fractions and simple rates	on knowledge of % and decimal equivalents of $\frac{3}{2}$ $\frac{3}{4}$ $\frac{3}{l_5}l_5^2l_5^4$ and hose fractions with a denominator of a multiple of 10 or 25.	operations to solve measure problems involving decimal notation including	and represent the position of a shape follow translation using appropriate language and know that the shape	multiples of 10, and a multiples of 100 by a 1 digit number using jottings.	I can divide a multiple of
Lean score mailer system Lean score mail			I can use all number	I can write percentages as a fraction with denominator of 100, and as a decimal.	scaling.	has not changed.	I can find the remainder	10 by a 1 digit number with jottings.
I can sede multi-seg I can sed sede multi-seg I can sed sed sede multi-seg I can sed sed sed sed I can			operations to solve multi step problems.	I can recognise the % symbol	I can use all four operations to solve problems involving	I can identify, describe and represent the position of a shape	number by a 1 digit number using jottings.	I can multiply by 25 and
I can recognise years written in Roman numerials I can recognise years written in Roman I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and use packed in the consequence set with years I can recognise and angles. I can recognise and angles. I can recognise and angles. I can recognise years write in Roman numerias to 1000 (M) I can set with years I can recognise write set write write set write set write set write write set write set write write set write write set write write set write write set write write set write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write write wr			I can solve problems using multiplication and division, using knowledge of factors	and understand what it means.	measure (e.g. length, mass, volume, money)	follow reflection using appropriate language.	I can double 3 digit	Lean multiply and divide
I can read Roman I can solve multi-step I can solve multi-s	I can recognise years written in Roman		and multiples, squares and cubes.	I can solve problems involving numbers up to 3dp.	I can solve problems involving converting between units of time.	I can distinguish between regular and irregular polygons using	multiples of 10 to 500 and find corresponding halves, using jottings.	2 digit numbers by 4, 5, 8 and 20 with jottings.
I can led writied I can solve number portions and methods is an order. I can x and - whole numerate to context, deciding which operations and methods is an order. I can x and - whole numbers is context, deciding which operations and methods is an order. I can x and - whole numbers is context, deciding which operations and methods is an order. I can state and use the properties of a nectangle is decine set whole numbers is context, deciding which operations and methods is an order. I can state and use the properties of a nectangle is decine set whole numbers is context, deciding which operations and methods is an order. I can state and use the properties of a nectangle is decine set whole numbers is context, deciding which operations and methods is an order. I can state and use the properties of a nectangle is decine set whole and ind missing lengths and ind ind ind missing lengths and ind ind missing lengths and ind ind missing lengths and ind ind ind missing lengths and ind ind ind ind ind an order. I can individual individual and individual indindividual andividual individual and individual indindin and indiv	numerais.	Loop only multi-stop	I can recognise and use square numbers and cube numbers, including notation.	I can read, write, order and compare number with up to three decimal places.	I can estimate capacity	my knowledge of equal sides and angles.		I can find the difference between near multiples
Lean solve number problems, incorporating all of the base and why. Lean solve number problems, incorporating and fund bases. Lean solve number problems, incorporating problems, incorporating and fund bases. Lean solve number problems, incorporating problems, incorporatin	numerals to 1000 (M).	subtraction problems in contexts, deciding which operations and methods	I can X and ÷ whole	Loop cound docimals with 2dp	e.g. using water.	I can state and use the		of 100 or 1000 with jottings.
Lean reading winch nearest, 10, 100, 100, 10, 000, 10, 000, 10, 000, 00	I can solve number problems and practical problems, incorporating all of the below.	to use and why.	decimals by 10, 100 & 1000.	to the nearest whole number and to one decimal place.	I can estimate volume e.g. using 1cm cube blocks to build cuboids	to deduce related facts and find missing lengths and angles.	I can decide which representations of data are most appropriate and	l can add or subtract a pair of 3 digit multiples of 10 with jottings
in point 1,000,000 in their intervent interve	I can round any number	addition problems in contexts, deciding which operations and methods	mentally drawing upon known facts.	I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.	I can estimate the area	I can identify multiples of	why, including ICT.	I can add or subtract a
I can use regulive numbers in context and backwards with positive and peak wards with positive and negative moments in culding through of . I can dwide numbers up to 4 digits by a 1 digit number up to 4 digits by a 1 digit number up to 4 digits by a 1 digit number. I can dwide numbers up to 4 digits by a 1 digit number up to 4 digits by a 1 digit number. I can dwide numbers up to 4 digits by a 1 digit number. I can dwide numbers up to 4 digits by a 1 digit number. I can number up to 4 digits by a 1 digit number. I can number up to 4 digits by a 1 digit number. I can number up to 4 digits by a 1 digit number. I can number up to 4 digits by a not of two numbers. I can number up to 100 is prime and materials and diagrams. I can demand meters. I can establish whether a numbers and merer to nones the digits of two numbers. I can establish whether a number. I can establish whether a numbers and improper thaction of two numbers. I can establish whether a number. I can stablish whether a number. I ca	up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.	to use and why.	I can interpret remainders in context.	I can read and write decimal			I can connect my work on coordinates and scales to my interpretation of time	pair of 2 digit numbers with jottings.
Lean use negative numbers in context and can count forwards and backwards with positive whole numbers in numbers.Lean tign tign transmission through 0.Lean tign tign transmission through 0.Lean tign tign transmission transmissionLean tign tign tign tign tign tign tign tig		I can use rounding to check answers to	I can divide numbers up to 4 digits by a 1 digit number	numbers as fractions.	compare the area of squares and rectangles,	point on a straight line and 1/2 a turn.	graphs.	I know factor pairs to
and negative whole numbers including I can X numbers up to 4 digits by a one of 2 digit number unaders. I can X numbers up to 4 digits by a one of 2 digit number unaders. I can X numbers up to 4 digits by a one of 2 digit number unaders. I can x numbers up to 4 digits by a one of 2 digit number unaders. I can x numbers up to 4 digits by a one of 2 digit number unaders. I can x numbers up to 4 digits by a one of 2 digit number unaders. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can x numbers up to 4 digits by a one of 2 digit numbers. I can solve infinetacles. I can complete information in tables including infinators. I know what must b added to a 4 digit numbers. I know what each digit represents in numbers to 1,000,000. I can solve infinetacions and methods (columnar -). I know and use the numbers. I can identify name and write omposite (non-prime) numbers. I can identify name and write omposite (non-prime) numbers. I can identify numbers and represented in ine graphs. I can solve 'comparison presented in ine graphs	numbers in context and can count forwards and backwards with positive	calculations and determine in context levels of accuracy.	using the formal written method of short division.	and mixed numbers by whole numbers, supported by materials and diagrams.	using standard units, cm ² and m ² .	I can identify angles at a	I can read and interpret information in tables	100.
I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. I can establish whether a number call prime numbers up to 1,000,000. I can establish whether a number scill prime numbers up to 1,000,000. I can establish whether a number call prime numbers up to 1,000,000. I can establish whether a numbers and improper fractions and convert from one form to another and write methods (columnar -). I can establish whether a numbers of a given fractions represented visually including 'n _a and 'n _{iso} I understand and use approximate equivalences between methods (columnar -). I can solve 'difference' problems using information presented inline graphs. I can solve 'sum' problems using information presented visually including 'n _a and 'n _{iso} I can convert between different units of metric measure (i degrees. I can solve 'sum' problems using information presented inline graphs. I can solve 'comparison' problems using I can solve 'comparison' problems using	and negative whole numbers including through 0.	I can subtract mentally	I can X numbers up to 4 digits by a one or 2 digit number using a formal	I can + and - fractions with the	I can measure and calculate the perimeter	turn.		I know division facts and related unit fractions.
I can count forwards or backwards in steps of powers of 10 for any given number up to1,000,000. I can add mentally using increasingly larce numbers. I can establish whether a number up to 100 is prime and recal prime numbers up to1,000,000. I can establish whether a number up to 100 is prime and recal prime numbers up to 1,000,000. I can establish whether a number up to 100 is prime and recal prime numbers. I can establish whether a number up to 100 is prime and recal prime numbers. I can establish whether a number up to 100 is prime and recal prime numbers. I can establish whether a number up to 100 is prime and recal prime numbers. I can establish whether a number up to 100 is prime and recal prime numbers. I can establish whether a number up to 100 is prime and recal prime numbers. I can establish whether a number up to 100 is prime and convert than 4 digits using formal written represented inclusing numbers. I can subtract numbers with more than 4 digits numbers. I can identify, name and write equivalent fractions of a given numbers. I can identify, name and write equivalent fractions of a given numbers. I can convert between netriculing 'n ₀ and 'n ₀ I can convert between different units of metric measure (e.g. km to m; I can identify 3-D shapes, including cubes I can solve 'comparison' problems using		using increasingly large numbers.	written method including lona x for two numbers.	same denominator and denominators that a multiples of the same number.	shapes in centimetres and metres.	I can draw a given angle, and measure in	I can complete information in tables including timetables.	I know what must be
given number up to1,000,000. large numbers.	or backwards in steps of powers of 10 for any	I can add mentally	I can establish whether a number up to 100 is prime	I can recognise mixed numbers and improper	I understand and use	degrees.	I can solve 'difference'	number to make the next multiple of 1000.
I know what each digit represents in numbers to 1,000,000. I know and use the vocabulary of prime nethods (columnar -). I know and use the vocabulary of prime nethods (columnar -). I know and use the vocabulary of prime nethods (columnar -). I can identify, name and write equivalent fractions of a given fraction, represented visually including 'to and 'tooo I can compare and order fractions whose decomplications I can compare and order fractions whose decomplications I can identify 3-D shapes, including cubes I can solve 'comparison' problems using I can	given number up to1,000,000.	large numbers.	to 19.	fractions and convert from one form to another and write mathematical statements.	approximate equivalences between metric units and	compare acute, obtuse and reflex angles.	problems using information presented inline graphs.	I know what must be
to 1,000,000. I can read, write, order and compare numbers to e least 1 000 000 I can identify multiples and factors, including finding all I can compare and order factors, i	I know what each digit represents in numbers	igit using formal written methods (columnar -).	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	I can identify, name and write equivalent fractions of a given fraction, represented visually including ¹ / ₁₀ and ¹ / ₁₀₀	common imperial units such as inches/pounds/pints.	I know angles are measured in degrees.	I can solve 'sum' problems using information presented inline graphs.	added to a decimal with units and tenths to make the next whole number
I can read, write, order and compare numbers to ct locat 100 000 to ct locat 100 000	to 1,000,000.							I can double and halve
to at lease 1,000,000. using formation services and common liacions whose denominators and mr cm	I can read, write, order and compare numbers to at least 1,000,000.	I can add numbers with more than 4 digits using formal written	I can identify multiples and factors, including finding all factor pairs, and common	I can compare and order fractions whose denominators	different units of metric measure (e.g. km to m; cm and m; cm and mm;	I can identify 3-D shapes, including cubes and cuboids from 2-D	I can solve 'comparison' problems using	decimals with 1 dp.
methods (columnar +) factors of two numbers. are all multiples of the same number. off and mile initiation in and mile, with and with		methods (columnar +)	factors of two numbers.	are all multiples of the same number.	kg and g; I and ml).	representations.	inline graphs.	decimals with 1 dp.
Number and Addition and Multiplication Fractions, Decimals Measurement Geometry Statistics Mental	Number and	Addition and	Multiplication	Fractions, Decimals	Measurement	Geometry	Statistics	Mental
Place Value Subtraction and Division Strategie	Place Value	Subtraction	and Division	and Percentages				Strategies

Programme of study objectives taken from 'The National Curriculum 2014'

Developed by St Michaels CofE Bamford

Mental Strategies taken from 'Teaching Children to Calculate Mentally'