**Information for Parents/Carers**

**Mathematics Targets - A Year 5 Mathematician**

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| **Number** |
| I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. |
| I recognise and use thousandths and relate then to tenths, hundredths and decimals equivalents.  |
| I recognise mixed numbers and improper fractions and can convert from one to the other.  |
| I can read and write decimal numbers as fractions. |
| I recognise the % symbol and understand percent relates to a number of parts per hundred. |
| I can write percentages as a fraction with denominator hundred and as a decimal fraction. |
| I can compare and add fractions whose denominators are all multiples of the same number.  |
| I can multiply and divide numbers mentally drawing on known facts up to 12 x 12.  |
| I can round decimals with 2dp to the nearest whole number and to 1dp. |
| I recognise and use square numbers and cube numbers; and can use the notation 2 and 3. |
| I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. |
| I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number. |
| I can divide numbers up to 4-digits by a 1-digit number. |
| I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors. |
| I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. |
| I can solve problems involving numbers up to 3dp.  |
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| **Measurement and geometry** |
| I know that angles are measured in degrees. |
| I can estimate and compare acute, obtuse and reflex angles. |
| I can draw given angles and measure them in degrees. |
| I can convert between different units of metric measures and estimate volume and capacity. |
| I can measure and calculate the perimeter of composite rectilinear shapes in cm and m. |
| I can calculate and compare the areas of squares and rectangles including using standards units (cm2 and m2). |
| I can solve comparison, sum and difference problems using information presented in a line graph. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 5 Expectations**

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| I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects. |
| I can divide whole numbers (up to 4 digits) by 2-digit numbers, using my preferred method. |
| I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating. |
| I can link working across zero for positive and negative numbers, for example, to work out time intervals between BC and AD in history  |
| I can recognise the symbol for square root (√) and work out square roots for numbers up to 100. |
| I can calculate number problems algebraically, for example, 2x – 3 = 5 |
| I can use my knowledge of measurement to create plans of areas around school, such as the classroom, field, outside play area, etc.  |
| I can relate the imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg. |
| I can use a range of timetables to work out journey times on a fictional journey around the world, for example, “How long would it take to reach the rainforests in the Amazon?”  |
| I can collect my own data on a personal project and present information in formats of my choosing using charts, graphs and tables. |