



The Year 5 Learner

Working mathematically

By the end of year 5, children will apply their mathematical experiences to explore ideas and raise relevant questions, constructing complex explanations and reasoned arguments. They will be able to solve a wide variety of complex problems which require sustained concentration and demand efficient written and mental methods of calculations. These will include problems relating to fractions, scaling (times as many), converting between units of measure and employ all four operations (+, -, x, ÷).

Number

- **Counting and understanding numbers**

Children extend and apply their knowledge of place value for numbers up to one million, rounding, estimating and comparing them (including decimals and negative numbers) in a variety of situations. They are introduced to powers of ten and are able to count forwards or backwards from any number (for example, -50, -5... 5, 50, 500, 5000...). Through investigations, they will discover special numbers including factors, primes, square and cube numbers.

- **Calculating**

Children will be fluent in a wide range of mental calculation strategies for all operations and will select the most appropriate method dependent on the calculation. They apply their knowledge of place value fluently to multiply and divide numbers (including decimals) by 10, 100 and 1000. When mental methods are not appropriate, they use formal written methods of addition and subtraction accurately. They continue to develop their understanding of the formal methods through hands-on resources and use their known facts within long multiplication (up to 4 digit numbers by 2 digit numbers e.g. 2345 x 68) and short division (up to 4 digit numbers by 1 digit number e.g. 2345 ÷ 7) which may result in remainders. They solve multi-step problems in meaningful contexts and decide which operations to use.

- **Fractions including decimals and percentages**

Children secure their strong understanding that fractions express a proportion of amounts and quantities (such as measurements), shapes and other visual representations. Children extend their knowledge and understanding of the connections between fractions and decimals to also include percentages. They will be able to derive simple equivalences (e.g. 67% = 67/100 = 0.67) and recall percentage and decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25 (e.g. 25% = 25/100).

They order, add and subtract fractions, including mixed numbers and those whose denominators are multiples of the same number, for example $\frac{3}{10} + \frac{1}{5} = \frac{3}{10} + \frac{2}{10} = \frac{5}{10} = \frac{1}{2}$. Using apparatus, images and models, they multiply proper fractions and mixed numbers by whole numbers. Children continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities in real life situations.

Measurement

Through a wide variety of practical experiences and hands-on resources, children extend their understanding of measurement. They convert larger to smaller related units of measure and vice-versa including length, capacity, weight, time and money. Children will convert between imperial (such as inches, pints, miles) and metric units (such as centimetres, litres, kilometres). Children will measure, calculate and solve problems involving perimeter of straight-sided, right-angled shapes (rectilinear) and learn to express this algebraically such as, $4 + 2b = 20$. They find and measure the area of these shapes with increasing accuracy. They begin to estimate volume.



Geometry

Children will measure, identify and draw angles in degrees, developing a strong understanding of acute, obtuse, reflex and right angles. They use this knowledge to find missing angles and lengths in a variety of situations, including at a point, on a straight line and within a shape. Children will move (translate), reflect shapes and describe their new positions. Language will be used with increasing sophistication to compare and classify shapes based on their properties and size. They will be able to visualise 3-D shapes from 2-D diagrams. They will use their understanding of shapes to solve problems.

Statistics

Children will complete, read and solve comparison, sum and difference problems using information presented in graphs, charts and tables, including timetables. They begin to decide which representations of data are the most appropriate and are able to justify their reasons.

By the end of Year 5, learners who are ready to progress will be able to do the following:

- Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Convert between units of measure, including using common decimals and fractions.
- Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)
- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.
- Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.
- Compare areas and calculate the area of rectangles (including squares) using standard units.