Year 5, Block A, Unit 1

Counting, partitioning and calculating

1. I can write down how I solved a problem, showing every step
2. I can find missing numbers in a sequence that includes negative numbers
3. I can say what any digit represents in a number with up to seven digits
4. I can work out sums and differences of decimals with two digits
5. I can explain each step when I write addition and subtraction calculations in columns
6. I know my tables to 10. I can use them to work out division facts and to multiply multiples of 10 and 100
7. I can find a pair of factors for a two-digit number
8. I can multiply or divide a whole number by 10, 100 or 1000
9. I can work out some calculations in my head or with jottings. I can explain how I found the answer
10. I can estimate and check the result of a calculation
11. I can describe each stage of my calculation method (e.g. for 18 × 25). I can explain why it is a good method for this calculation

Year 5, Block A, Unit 2

Counting, partitioning and calculating

1. I can explain my method for solving a problem clearly to others. I listen to other children's methods. I talk about which is the most efficient method
2. I can explain why I chose to work mentally, or use a written method or a calculator
3. I can count in decimal steps to create a sequence
4. I can say what any digit in a decimal is worth
5. I can work out sums and differences of decimals
6. I can explain each step when I add or subtract decimals using a written method
7. I can decide when it is sensible to use a written method for addition or subtraction
8. I know my tables to 10 for multiplication facts and division facts. I can use these facts to multiply multiples of 10 and 100
9. I can find all the factor pairs for a two-digit number
10. I can multiply or divide numbers by 10, 100 or 1000

11. I can identify calculations that I can do in my head or with jottings
12. I can use a calculator to solve a problem. I can explain what calculations I keyed into the calculator and why
13. I can estimate and check the result of a calculation
14. I can explain solutions to problems so that others can follow the stages. I can choose words and draw diagrams to help them to understand

Year 5, Block A, Unit 3

Counting, partitioning and calculating

1. I can record my method for solving a problem so that I show each step. I record only what I need to, using symbols where I can
2. I can choose what calculation to do when I solve problems with decimals
3. I can make sensible decisions about when to use a calculator
4. I can say the value of each digit in a number, including decimals. I can partition a decimal in different ways.
5. I can find missing numbers in a sequence that contains decimals
6. I know my tables to 10 for multiplication facts and division facts. I can use these facts to multiply multiples of 10 and 100
7. I can work out sums, differences, halves and doubles of decimals with two digits
8. I can divide a three-digit number by a one-digit number using a written method. I can explain each step of my calculation I can multiply a decimal with one place by a one-digit number using a written method. I can explain each step of my calculation
9. I can clear the display of the calculator before I enter a calculation I make sure that amounts are in the same unit when I use a calculator to solve money and measures problems
10. I can estimate and check the result of a calculation
11. I can explain why I decided to use a particular method to solve a problem. I can describe what was special about the problem that prompted my decisions

Year 5, Block B, Unit 1

Securing number facts, understanding shape

1. I can sort numbers or shapes according to their properties and explain how I sorted them
2. I can use tables facts to multiply multiples of 10 and 100 and to find linked division facts
3. I can find pairs of factors that multiply to make a given number
4. I can find a number that is a multiple of two different numbers
5. I can check whether a calculation is correct and explain how I did this
6. I can explain each step when I write addition and subtraction calculations in columns

7. I can describe the important features of shapes such as rectangles I know the important features of a cube. I can use these to draw its net
8. I know that when my teacher asks certain mathematical questions there may be more than one answer. I try to think of all the possible answers

Year 5, Block B, Unit 2

Securing number facts, understanding shape

1. I can investigate a general statement and say whether examples are true or false
2. I can split a word problem into steps and work out what calculation to do for each step. I can explain what the answer to each step tells me
3. I can add/subtract decimals in my head by using a related two-digit addition or subtraction
4. I can find the double or half of a decimal by doubling or halving the related whole number
5. I can use tables facts to multiply multiples of 10 and 100 and to find linked division facts
6. I can check whether a calculation is correct and explain how I did this
7. I can explain whether a shape has line symmetry and whether it has any parallel or perpendicular sides
8. I can say whether a triangle is equilateral, isosceles or scalene and explain how I know
9. I can create a pattern that has two lines of symmetry or complete one that someone else has started
10. I can present my solution to a problem, explaining the steps that I took in a sensible order

Year 5, Block B, Unit 3

Securing number facts, understanding shape

1. I can suggest a general statement and test whether it is true by investigating examples
2. I can split a word problem into steps and work out what calculation to do for each step. I can explain what the answer to each step tells me I recognise when there may be more than one solution to a problem and try to find them all
3. I can add/subtract decimals in my head by using a related two-digit addition or subtraction. I can find the double or half of a decimal by doubling or halving the related whole number
4. I can use tables facts to multiply multiples of 10 and 100 and to find linked division facts
5. Before I solve a word problem, I work out an estimate for the answer
6. I can explain each step when I write addition and subtraction calculations in columns
7. I can use a calculator to find missing numbers in calculations. I use inverse operations and number facts to help me

8. I use mathematical vocabulary to describe the features of a 2-D shape. I always say whether any angles in the shape are equal. I use the properties of 3-D shapes to draw their nets accurately
9. I know that when my teacher asks certain mathematical questions there may be more than one answer. I try to think of all the possible answers
10. I can explain why I decided to use a particular method to solve a problem. I can describe what was special about the problem that prompted my decisions

Year 5, Block C, Unit 1

Handling data and measures

1. I can collect and organise data to find out about a subject or to answer a question
2. I can use graphs to show findings about a subject or to help explain my answer to a question
3. I can decide what information needs to be collected to answer a question and how best to collect it
4. I can explain what a table or graph or chart tells us and consider questions that it raises
5. I can explain why I chose to represent data using a particular table, graph or chart
6. I know that the 'mode' is the most common piece of information
7. I can find the mode of a set of data that I have collected
8. I can measure weight using appropriate measuring instruments. I can state measurements in kg and g
9. I find the value of each interval on a scale so that I can read measurements accurately.
10. I can plan and manage my own time when I do a long task with others

Year 5, Block C, Unit 2

Handling data and measures

1. I can collect and organise data to find out about a subject or to answer a question
2. I can use graphs to show findings about a subject or to help explain my answer to a question
3. I can decide what information needs to be collected to answer a question and how best to collect it
4. I can explain what a table, graph or chart tells us and consider questions that it raises
5. I can explain why I chose to represent data using a particular table, graph or chart
6. I can describe how likely an event is to happen and justify my statement

7. I can measure capacity in litres and millilitres using appropriate measuring instruments. I can use decimals to record measurements
8. I can find the value of each interval on a scale and use this to give approximate values of readings between divisions

Year 5, Block C, Unit 3

Handling data and measures

1. I can collect and organise data to find out about a subject or to answer a question
2. I can use graphs to show findings about a subject or to help explain my answer to a question
3. I can decide what information needs to be collected to answer a question and how best to collect it
4. I can explain what a table, graph or chart tells us and consider questions that it raises
5. I can explain why I chose to represent the data using a particular table, graph or chart
6. I know that the 'mode' is the most common piece of information
7. I can find the mode of a set of data that I have collected
8. I can describe how likely an event is to happen and justify my statement
9. I can estimate and measure length in kilometres, metres, centimetres and millimetres using appropriate measuring instruments. I can use decimals to record measurements
10. I can find the value of each interval on a scale and use this to give approximate values of readings between divisions
11. I can lead a group and make sure that tasks are shared fairly. I can support others in a group by helping them with their tasks when I have finished mine

Year 5, Block D, Unit 1

Calculating, measuring and understanding shape

1. I can identify the steps I need to take to solve problems
2. I can decide whether to do a calculation using mental methods, written methods or a calculator
3. I can multiply and divide whole numbers by 10, 100 and 1000
4. I can use a calculator to solve problems that involve decimal measurements
5. I can choose appropriate units to measure length and distance
6. I can read metre sticks, tape measures and rulers marked in cm and mm accurately
7. I can make sensible estimates of length in everyday contexts
8. I know how many millimetres there are in a centimetre or metre, and how many metres there are in a kilometre
9. I can interpret a reading between two unnumbered divisions on a ruler, tape measure or metre stick
10. I can use a calendar to work out how many days and weeks it is to my birthday
11. I can change am or pm times to 24-hour clock times, and vice versa

12. I can draw and measure lines to the nearest millimetre
13. I can measure the sides of polygons and add them to find the perimeter
14. I can read and plot coordinates to make shapes
15. I can plan and manage my time to work on an extended group task
16. I can make an overall plan of the tasks to be done and a detailed plan for each task with their tasks when I have finished mine

Year 5, Block D, Unit 2

Calculating, measuring and understanding shape

1. I can decide what calculations to do to solve a problem and how to do them (mental methods, jottings, written methods, calculator)
2. I can use rounding to estimate and check calculations
3. I can multiply and divide whole numbers by 10, 100 and 1000
4. I can add and subtract whole numbers and decimals with two places in columns
5. I can use an efficient method to multiply HTU by U and TU by TU
6. I can use a calculator to solve weight problems involving decimals
7. I can recognise parallel and perpendicular lines in shapes and in the environment
8. I can estimate and measure angles less than 180°
9. I can recognise acute, obtuse and right angles
10. I can choose and use a suitable metric unit to estimate and measure weight
11. I can use benchmarks to help me to estimate weight
12. I know how many grams there are in a kilogram
13. I can work out the reading between two unnumbered divisions on kitchen and bathroom scales
14. I can explain the difference between perimeter and area
15. I can solve problems involving calculating a perimeter or area
16. I can explain why I decided to use a particular method to solve a problem
17. I can describe what was special about the problem that prompted my decision

Year 5, Block D, Unit 3

Calculating, measuring and understanding shape

1. I can use the most efficient method of solving a problem, including using a calculator
2. I can use rounding of whole numbers and decimals to estimate and check calculations. I can round numbers to the nearest whole unit
3. I can add and subtract whole numbers and decimals with up to two places in columns
4. I can use efficient methods to multiply U.t by U and divide HTU by U. I can recognise when to round up or down, depending on the problem
5. I can use a calculator to solve a measurement problem and interpret the display correctly
6. I can choose and use the correct metric unit to estimate and measure capacity. I can use benchmark objects to help me to estimate capacity. I know how many millilitres there are in a litre
7. I can interpret a reading between two unnumbered divisions on a scale on measuring cylinders and jugs. I can read accurately the number of millilitres in a litre jug
8. I can solve problems using a timetable written in 24-hour clock notation
9. I can find the area of a rectangle using the formula length × width. I know that area is measured in cm^2

10. I can use a set-square and ruler to draw shapes with parallel and perpendicular sides
11. I can complete a pattern with one or two lines of symmetry. I can draw where a shape will be after it has been reflected or translated
12. I can draw angles less than 180° to within 5°. I can calculate angles on a straight line
13. I can lead a group and make sure that tasks are shared fairly. I can support others in a group by helping them with their tasks when I have finished mine

Year 5, Block E, Unit 1

Securing number facts, relationships and calculating

1. I can break a problem into steps and say the calculation I need to do to work out each step. I can check that my answer is sensible
2. I can decide whether to solve problems using mental, written or calculator methods and explain my choice
3. I can use diagrams to check that two fractions are equivalent
4. I can explain how I know that two fractions, such as 7/10 and 14/20 , are equivalent
5. I can use multiplication and division facts to multiply and divide multiples of 10 and 100
6. I can find pairs of factors that multiply to make a given number. I can find a common multiple of two numbers
7. I can use different mental strategies for multiplication and division depending on the numbers involved. I can explain why I chose a particular method
8. I can solve multiplication calculations using written methods. I can explain each step
9. I can find fractions of numbers using division. For example, to find 1/3 of a number, I divide it by 3
10. I know what to enter into a calculator to find a fraction of an amount, for example to find 3/4 of 150g
11. I can describe each stage of my calculation method (e.g. for 18 × 25). I can explain why it is a good method for this calculation

Year 5, Block E, Unit 2

Securing number facts, relationships and calculating

1. I can break a problem into steps and say the calculation I need to do to work out each step. I can check that my answer is sensible
2. I can explain how to turn a mixed number such as 23/4 into an improper fraction. I can draw a diagram to support my explanation
3. I can give the decimal equivalent of a simple fraction such as 3/10 and explain how I know
4. I know that 'per cent' means 'parts in every 100', so 1% = 1/100. I can give a simple fraction such as 1/10 as a percentage
5. I can continue a sequence such as: 'There are 3 red sweets in every 10, there are 6 red sweets in every 20'
6. I can double and halve two-digit numbers and explain how to use this to double and halve related decimals

7. I can use division to find a unit fraction (1/2, 1/3, etc.) of a number. I can find a simple percentage (50%, 25%, 75%, 10%) of a quantity
8. I can use a calculator to find the decimal equivalent of a fraction
9. I can explain why I decided to use a particular method to solve a problem. I can describe what was special about the problem that prompted my decision

Year 5, Block E, Unit 3

Securing number facts, relationships and calculating

1. I can break a problem into steps and say the calculation I need to do to work out each step. I can check that my answers are sensible
2. I can decide and justify what calculations to do to solve a problem and whether I will do these mentally, using a written method or with a calculator
3. I can give the decimal equivalent of a simple fraction such as 3/10 and explain how I know
4. I know that 'per cent' means 'parts in every 100', so 1% = 1/100. I can give a simple fraction such as 1/10 as a percentage
5. I can use a written method to divide a three-digit number by a one-digit number and explain each step
6. I can use the relationships between numbers to solve ratio and proportion questions
7. I can tell you what calculations I will do to find a fraction of a quantity. I can tell you what calculations I will do to find a percentage of a quantity
8. I can describe each stage of my calculation method (e.g. for 186 ÷ 6). I can explain why it is a good method for this calculation