

|   |                                 |
|---|---------------------------------|
| Black Text  | National curriculum statements  |
| <b>Bold/italic</b>  | NAHT Key performance indicators |
| Red Text  | Hampshire additional guidance   |
| <span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> | Phase 1                         |
| <span style="background-color: #CCCCFF; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> | Phase 2                         |
| <span style="background-color: #FFC080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> | Phase 3                         |
| <b>Bold coloured</b>  | Problem solving statements      |

## Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Year 5: Phase 3

| Year<br>5 | Number and place value  | Addition and subtraction  | Multiplication and division  | Fractions   | Measurement   | Geometry  | Geometry  |
|-----------|---|---|--|---|---|---|---|
|           |   |   |  |   |   | Properties of shape   | Position and direction  |
|           | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</b></li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li><b>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero</b></li> <li>round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000</li> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> <li><b>solve number problems and practical problems that involve all of the above</b></li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</b></li> <li><b>add and subtract numbers mentally with increasingly large numbers (eg 12,462 - 2,300 = 10,612)</b></li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li><b>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</b></li> <li><b>complete, read and interpret information in tables, including timetables.</b></li> </ul> <p><b>Statistics</b><br/><b>solve comparison, sum and difference problems using information presented in a line graph</b></p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</b> Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>multiply numbers up to 4 digits by a one- or two-digit number using <b>a formal written method, including long multiplication for two-digit numbers</b></li> <li>drawing upon known facts</li> <li>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</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li><b>solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and</b></li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li><b>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</b></li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>compare and order fractions whose denominators are all multiples of the same number</b></li> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number (e.g. <math>\frac{7}{5} + \frac{4}{5} = \frac{11}{5} = 2\frac{1}{5}</math>)</li> <li>add and subtract fractions with the same denominator and multiples of the same number</li> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li><b>read and write decimal numbers as fractions (e.g. 0.71 = <math>\frac{71}{100}</math>)</b></li> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li><b>read, write, order and compare numbers with up to three decimal places</b></li> <li><b>solve problems involving number up to three decimal places</b></li> <li>recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction</li> <li><b>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25.</b></li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><b>convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</b></li> <li>understand and use equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li><b>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</b></li> <li><b>calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</b></li> <li>estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water)</li> <li>solve problems involving converting between units of time</li> <li><b>use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.</b></li> <li><b>complete, read and interpret information in tables, including timetables.</b></li> </ul> <p><b>Statistics</b><br/><b>Solve comparison, sum and difference problems using information presented in a line graph</b></p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li><b>draw given angles, and measure them in degrees (°)</b></li> <li>identify: angles at a point and one whole turn (total 360°)</li> <li>angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°)</li> <li>other multiples of 90°</li> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li><b>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</b></li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> |

