**Year 5 Maths New Curriculum Objectives**

**Transition Sheet**

**NUMBER**

Pupils should be taught to:

**Number and Place Value**

* read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
* round any whole number to a required degree of accuracy
* use negative numbers in context, and calculate intervals across zero
* solve number and practical problems that involve all of the above written in Roman numerals.

**Addition and Subtraction**

* add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
* add and subtract numbers mentally with increasingly large numbers
* use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
* solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

**Multiplication and Division**

* identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
* solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
* know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
* establish whether a number up to 100 is prime and recall prime numbers up to 19
* multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
* multiply and divide numbers mentally drawing upon known facts
* 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
* multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
* recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
* solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
* solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Fractions (including decimals and percentages)**

* compare and order fractions whose denominators are all multiples of the same number
* identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
* recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 11/5)
* add and subtract fractions with the same denominator and multiples of the same number
* multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
* read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
* recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
* round decimals with two decimal places to the nearest whole number and to one decimal place
* read, write, order and compare numbers with up to three decimal places
* solve problems involving number up to three decimal places
* 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
* solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.

**MEASUREMENT**

Pupils should be taught to:

* convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
* understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
* measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
* estimate volume (e.g. using 1 cm3 blocks to build cubes and cuboids) and capacity (e.g. using water)
* solve problems involving converting between units of time
* use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.

**GEOMETRY**

Pupils should be taught to:

**Properties of Shapes**

* identify 3-D shapes, including cubes and other cuboids, from 2-D representations
* know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
* draw given angles, and measure them in degrees (o)
* identify:
1. angles at a point and one whole turn (total 360o)
2. angles at a point on a straight line and ½ a turn (total 180o)
3. other multiples of 90o
* use the properties of rectangles to deduce related facts and find missing lengths and angles
* distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

**Position and Direction**

* 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.

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| **STATISTICS**  |  |
| Pupils should be taught to:* solve comparison, sum and difference problems using information presented in a line graph
* complete, read and interpret information in tables, including timetables
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