NUMERACY CURRICULUM	YEAR 5		
Number and place value	Addition and subtraction	Multiplication and division	Fractions (inc decimals and percentages)
Pupils should be taught to: • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Pupils should be taught to: • 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.	Pupils should be taught to: • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • 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 multiplication and division including using their knowledge of factors and multiples, squares and cubes • 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.	Pupils should be taught to: • 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 [for example, 2/5 + 4/5 = 6/5 = 1 1/5] • add and subtract fractions with the same denominator and denominators that are 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 [for example, 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 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of ½ , ¼, 1/5, 2/5, 4/5and those fractions with a denominator of a multiple of 10 or 25.

Measurement	Geometry - Properties of Shapes	Geometry - Position and Direction	Statistics

Pupils should be taught to:
• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
• understand and use approximate 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 rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
• estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
• solve problems involving converting between units of time
• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
	Pupils should be taught to:
	• 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:
	  o angles at a point and one whole turn (total 360°)
	  o angles at a point on a straight line and 1/2 a turn (total 180°)
	  o other multiples of 90°
	• 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.
		Pupils should be taught to:
		• 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.
			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.

Useful websites:

http://uk.ixl.com/math/year-5

http://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers

http://www.math-exercises-for-kids.com/learning-math-8.htm