YEAR 5 - KEY ASSESSMENT CRITERIA: MATHS

	NUMBER					
1	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.					
2	I can count forwards in steps of power 10 for any given number up to 1,000,000.					
3	I can count backwards in steps of power 10 for any given number up to 1,000,000.					
4	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.					
5	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.					
6	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).					
7	I can add and subtract numbers mentally with increasingly large numbers.					
8	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.					
9	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.					
10	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and know the prime numbers to 100.					
11	I can recognise and use thousandths and relate them to tenths, hundreds and decimals.					
12	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.					
13	I can recognise mixed number and improper fractions and convert them from one to the other.					
14	I can read and write decimal numbers as fractions, for example, 0.47 = 47/100					
15	I can recognise the percent symbol (%) and understand per cent relates to number of parts per hundred.					
16	I can write percentages as a fraction with denominator hundred, and as a decimal fraction.					
17	I can compare fractions whose denominators are all multiples of the same number.					
18	I can add and subtract fractions whose denominators are all multiples of the same number.					
19	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.					
20	I can multiply and divide numbers mentally drawing upon known facts up to 12 x 12.					
21	I can round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.					
22	I can round decimals to 2dp to the nearest whole number and to 1 decimal place.					
23	I can read, write, order and compare numbers with up to three decimal places.					
24	I can recognise and use square numbers and the notation for squared.					
25	I can recognise cube numbers and the notation for cubed.					
26	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.					
27	I can multiply number up to 4-digit by a 1 or 2-digit number using formal					

	written methods, including long multiplication for 2-digit numbers.					
28	I can divide numbers up to 4-digits by 1-digit numbers.					
29	I can solve problems involving multiplication where large numbers are used by decomposing them into factors.					
30	I can solve problems involving division where large numbers are used by decomposing them into factors.					
31	I can solve addition multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents.					
32	I can solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents.					
33	I can solve problems involving negative numbers and factors of 10 to 1 000 000.					
34	I can solve problems involving multiplication and division using knowledge of multiples, factors, squares and cubes.					
	MEASUREMENT, GEOMETRY AND STATISTICS					
35	I know angles are measured in degrees and can estimate and compare acute; obtuse and reflex angles.					
36	I can draw angles and measure them in degrees.					
37	I can identify: • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and 2 • a turn (total 180o) • other multiples of 90o					
38	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.					
39	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.					
40	I can convert between different units of metric measures.					
41	I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.					
42	I can estimate volume and capacity.					
43	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.					
44	I can calculate and compare the area of squares and rectangles including using standard units and estimate the area of irregular shapes.					
45	I can solve comparison, sum and difference problems using information presented in a line graph.					
46	I can complete, read and interpret information in tables, including timetables.					
47	I can solve problems involving converting between units of time.					
48	I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.					
49	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.					
50	I can 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.					