Year 5		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying		I can solve number and practical problems using all of my number skills.			
Number	**Number system and counting**	I can read, write and order numbers to at least 1,000 and determine the value of each digit (4c) Yr 4	I can read, write and order numbers to at least 10,000 and determine the value of each digit	I can read, write and order numbers to at least 100,000 and determine the value of each digit	I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit (4a)
		I can count in tens from any number	I can count in hundreds from any given number	I can count in thousands from any given number	I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
		I can count backwards through 0 including negative numbers (Yr4)	I can count forwards and backwards through 0	I can put negative numbers onto a number line	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through 0.
		I can round 3 digit numbers to the nearest 10 or 100 (3b)	I can round 4 digit numbers to the nearest 10, 100 and 1000 (4c)	I can round any number to the nearest 10, 100 and 1000. (4b) Yr4	I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 (4a)
		I can read Roman numerals to 20 (I to XX)	I can read Roman numerals to 50 (I to L)	I can read Roman numerals to 100 (I to C) and I understand how numbers developed to include 0. Yr4	I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
			I can read, write, order and compare numbers with 1 d.p. (4c)	I can read, write, order and compare numbers with up to 2 d.p (4b) (Y4)	I can read, write, order and compare numbers with up to 3 d.p. (4a)
			I can recognise and use tenths and relate decimal equivalents	I can recognise and use hundredths and relate them to tenths and decimal equivalents	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

				I can round decimals with one d.p. to the nearest whole number	I can round decimals with two d.p. to the nearest whole number and to one d.p.
			I can solve problems involving numbers up to one d.p.	I can solve problems involving numbers up to two d.p.	I can solve problems involving number up to three d.p.
	Fractions and decimals	I can compare and order fractions whose denominators are the same using resources	I can compare and order fractions whose denominators are the same	I can compare and order fractions whose denominators are multiples of the same number using diagrams	I can compare and order fractions whose denominators are multiples of the same number
		I can find equivalent fractions for a ½ (3a) (Y2)	I can recognise and show equivalent fractions with small denominators (Y3)	I can recognise and show, using diagrams, families of common equivalent fractions (4c)(Y4)	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
				I can understand mixed numbers and position them on a number line (4c)	I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <1 as mixed numbers e.g. 2/5 + 4/5 = 6/5 = 1 1/5 (4b)
			I can add and subtract fractions with the same denominator within a whole (Yr3)	I can add and subtract fractions with the same denominator (Yr4)	I can add and subtract fractions with the same denominator and multiplies of the same number
				I can multiply proper fractions by a whole number using materials and	I can multiply proper fractions and mixed numbers by whole

				diagrams	numbers, supported by materials and diagrams
				I can read and write decimal numbers as fractions over 10 and 100.	I can read and write decimal numbers as fractions (4b)
					I can recognise the percent symbol (%) and understand percent means number of parts per hundred and write percentages as a fraction with a denominator 100 and as a decimal (4c)*
			I know the decimal equivalents of ½. ¼, 1/5, ¾	I know the decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25	I can solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25. *
Calculating	**Addition & Subtraction**	I can add and subtract 3 digit numbers using columnar addition without bridging 10	I can add and subtract 3 digit numbers using columnar addition (3b)	I can add and subtract numbers up to 4 digits using columnar addition (4c)	I can add and subtract whole numbers with more than 4 digits using formal columnar addition
		I can add mentally a three digit number and a single digit number	I can add mentally a three digit number and a multiple of 10	I can add mentally a three digit number and a multiple of a hundred	I can add and subtract numbers mentally with increasingly large numbers
			I am beginning to use rounding to +estimate the answer to a calculation	I can estimate the answer to a calculation using rounding and say whether my answer is likely	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
		I can solve one-step problems in contexts,	I can solve more complex one-step problems in	I can solve addition and subtraction two-step	I can solve addition and subtraction multi-step

		deciding which operations to use and why (2b)	contexts, deciding which operations to use and why (3c)	problems in contexts, deciding which operations to use and why (3b)	problems in contexts, deciding which operations and methods to use and why.
	Multiplication & Division	I can find factors for numbers to 20	I can find factors for numbers to 50	I can recognise and use factor pairs and commutatively in mental calculations (4b) (Y4)	I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers
		I can recall multiplication and division facts for the 2, 3, 4, 5, 6, and 10 x table (3b)	I can recall multiplication and division facts for the 7, 8 and 9 x table (3a)	I can recall multiplication and division facts up to 12x12 (4c)	I can multiply and divide numbers mentally using known facts
		I can divide using an informal method such as chunking	I can divide a two-digit number by a one-digit number using short division	I can divide a three-digit number by a one-digit number using short division (3a)	I can divide numbers up to four-digits by a one-digit number using the formal written method of short division and interpret remainders appropriately according to context (4c)
		I can solve one-step problems in contexts, deciding which operations to use and why (2b)	I can solve more complex one-step problems in contexts, deciding which operations to use and why (3c)	I can solve multiplication and division two-step problems in contexts, deciding which operations to use and why (3b)	I can solve problems using multiplication and division and a combination of these, including understanding the equals sign
				Solve problems involving multiplying and adding, including integer scaling problems (Yr 4)	I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios
					I know and use the words prime number, prime factors and composite

					numbers
					I can tell whether a number up to 100 is a prime number and recall prime numbers up to 19
					I can recognise and use square numbers and cube numbers and their notation
					I can solve problems using multiplication and division using my knowledge of factors and multiples, squares and cubes
Geometry – Properties of Shape		I can recognise and name common 3D shapes including cuboids, cubes, pyramids and spheres (Y1)	I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces (Y2)	I can make models of 3D shapes and recognise 3D shapes in different orientations (Y3)	I can identify 3D shapes, including cubes and cuboids, from 2D representations
		I can identify right angles in different orientations (3c)	I can identify acute and obtuse angles (3b)	I can identify acute and obtuse angles and compare and order angles up to two right angles (1800) by size (3a)	I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
					I can draw given angles and measure them in degrees (o)
					I can identify: □ angles at a point and one whole turn (total 360o) □ angles at a point on a straight line and ½ turn (total 180o) □ other multiples of 90o

				I can use the properties of rectangles to deduce related facts and find missing lengths and angles
		I can name a range of 2D shapes	I can name 2D shapes, including irregular shapes	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles
Position and Direction			I can describe movements between positions as translations of a given unit to the left/right and up/down (4b) (Y4)	I can identify, describe and represent the position of a shape following a reflection or translation, including the appropriate language, and know that the shape has not changed.
Measurement	I can convert between units of length (mm, cm, m, km)	I can convert between units of length and capacity (ml, l)	I can convert between units of length, capacity and time (seconds, minutes, hours, days)	I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)
				I can understand and use equivalences between metric units and common imperial units such as inches, pounds and pints (5b)
	I can find the perimeter of simple shapes (e.g. squares and rectangles) (4c)	I can find the length of a rectangle given the perimeter and width (5c)	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (5a)	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m
	I can find the area of a shape	I can use the formula L x B	I can find the area of	I can calculate and compare

	by counting squares (4a)	to find the area of square/rectangle (5c)	rectilinear shapes by counting squares (5a)	the area of squares and rectangles including using standard unis cm2 and m2 and estimate the area of irregular shapes
			I can compare and order different volumes	I can estimate volume (e.g. using 1 cm3 clocks to build cubes and cuboids) and capacity (e.g. using water)
	I can solve one-step conversion problems in contexts, deciding which operations to use and why	I can solve more complex one-step conversion problems in contexts, deciding which operations to use and why	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Y4)	I can solve problems involving converting between units of time
				I can use all four operations to solve problems including measure(e.g. length, mass, volume, money) using decimal notation including scaling
Statistics	I can solve comparison, sum and difference problems using information in pictograms and tables	I can solve comparison, sum and difference problems using information in bar charts, pictograms and tables	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (Y4)	I can solve comparison, sum and difference problems using information presented in line graphs (5c)
	I can collect data using a tally chart (3c) I can draw a bar chart (3a)	I can collect discrete data (4b) I can draw a line graph (4a)	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs (4a) (Y4)	I can complete, read and interpret information in tables, including time tables (4c)