Year 5 Maths Target Map

Geometry

I can identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.

I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.

I can draw a given angle (e.g. 67°), and then measure them in degrees (°).

I know that one whole turn - or a set of angles all around a point - measure a total of 360°.

I know that a straight line - or angles that add up to a straight line - measure 180°.

I can identify multiples of 90° (right angles).

I can find the missing lengths and angles of a rectangle.

I know regular shapes have equal sides and angles and irregular shapes do not.

I can reflect or translate a shape on a grid and know the shape hasn't changed.

Operations

I round numbers to appropriate levels of accuracy to check my answers.

I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.

I can add and subtract larger numbers in my head.

I can add and subtract whole numbers with more than four digits using written methods such as column addition and subtraction.

I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

I can say whether a number up to 100 is prime and recall prime numbers up to 19.

I can multiply 4-digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.

I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

I can divide four-digit numbers by a one-digit number using the written method of short division and find the remainder.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I multiply and divide numbers mentally using my times table knowledge and other number facts.

I know what square numbers and cube numbers are, and the notation for squared (^{2}) and cubed (^{3}).

I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.

I can solve more difficult problems involving all four operations and a combination of these, knowing the meaning of the equals sign.

I can solve multiplication and division problems including scaling by simple fractions and problems involving simple rates.

Statistics

I can solve problems involving comparing, adding and finding the difference when using information in line graphs.

I can find the information I need from a timetable (e.g. bus, train, etc.) or large table of data.

Number & Place Value

I can read, write, order and compare numbers to at least 1000000 and know the value of each digit.

I can count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.

I can use negative numbers and can count backwards and forwards to and from negative numbers, including through zero.

I can round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.

I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.

I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Measure

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 change metric units to become imperial units such as inches, pounds and pints.

I can calculate the perimeter of compound shapes in centimetres and metres.

I can calculate the area of rectangles in square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.

I can estimate volume (e.g. using 1 cm³ blocks to build cuboids) and capacity (e.g. using water).

I can solve problems involving conversion between the units of time.

I can use all four operations to solve more difficult problems which involve units of measurement, decimal numbers and scaling.

Fractions

I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).

I know what mixed numbers and improper fractions are and I can convert from one to the other (e.g. $\frac{2}{7} + \frac{5}{7} = \frac{8}{7} = 1\frac{1}{7}$)

I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.

I can use diagrams and fraction materials to multiply proper fractions and mixed numbers by whole numbers.

I can compare and order fractions whose denominators are all multiples of the same number.

I can recognise thousandths and know how to use them with tenths, hundredths and decimals.

I can round decimals with two decimal places to the nearest whole number and to one decimal place.

I can read, write, order and compare numbers with up to three decimal places.

I can solve problems involving numbers with up to three decimal places.

I can read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)

I know what the percent symbol is (%) and that it relates to 'parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.

I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.