

Maths Assessment Checklist

Year 5

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working towards the expected standard						
A	Number & Place Value	I can find 1000 more or less than a given number				
B		I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)				
C		I can round any number to the nearest 10, 100 or 1000				
D		I can add and subtract numbers with up to 3 digits using the formal written methods				
E		Multiply and divide numbers mentally drawing upon known facts up to 12 x 12				
F		I can recognise and use factor pairs and commutativity in mental calculations				
G		I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout				
H		I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.				
I		I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths				
Working at the Expected Level						
1	Number & Place Value	I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit				
2		I can read, write, order and compare numbers with up to three decimal places				
3		I can count forwards or backwards in steps of powers of 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 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000				
6		Round decimals with 2dp to the nearest whole number and to 1decimal place				
7		I can solve number problems and practical problems that involve all of the above				
8		I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals				
9	+/-	I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)				
10		I can add and subtract numbers mentally with increasingly large numbers				
11		I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy				
12		I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.				
13	x/-	I can 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				
14		I can multiply and divide numbers mentally drawing upon known facts				
15		I can 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				
16		I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000				
17		I know and use the vocabulary Factor, Multiple, Common Factors, Common Multiples, Prime number, Prime Factors and Composite (non prime numbers).				
18		I can establish whether a number up to 100 is prime and recall prime numbers up to 19				
19		I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)				
20		I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes				
21		I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign				
22	Fractions	I can compare and order fractions whose denominators are all multiples of the same number				
23		I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths				
24		I can 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, 5 2 + 5 4 = 5 6 = 15 1]				
25		I can add and subtract fractions with the same denominator and denominators that are multiples of				

		the same number							
26		I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams							
27		I can read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]							
28		I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents							
29		I can 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							
30		I can solve fraction, decimal and percentage problems that require applying my knowledge of equivalence.							
31	Geometry / Shape / Position	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations							
21		I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles							
33		I can draw given angles, and measure them in degrees (o)							
34		I can identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 2 1 a turn (total 180o) other multiples of 90o							
35		I can use the properties of rectangles to deduce related facts and find missing lengths and angles							
36		I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.							
37		Convert between different units of metric measures and estimate volume and capacity							
38		Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metre							
39		Calculate and compare the area of squares and rectangles including using standard units (cm ² and m ²)							
40		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							
41	Stats	I can solve comparison, sum and difference problems using information presented in a line graph							
42		I can complete, read and interpret information in tables, including timetables.							

Working at the Greater Depth

Children should first be able to apply the skills within age related expectations, to a range of contexts, challenging them to develop a deeper understanding (depth not breadth).

Below could also be used:

43		I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit							
44		I can use negative numbers in context, and calculate intervals across zero							
45		I can confidently use formal written methods to solve problems that involve all 4 functions with 4 digit numbers and larger.							
46		I can divide whole numbers (up to 4 digits) by 2digit numbers, using preferred method							
47		I can use written division methods in cases where the answer has up to two decimal places							
48		I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions							
49		I can multiply simple pairs of proper fractions, [for example, $\frac{4}{1} \times \frac{2}{1} = \frac{8}{1}$]							
50		I understand the concept of numbers well beyond 1,000,000 and where they may be used in real life (e.g. distances to planets; historical data and geographical aspects)							
51		I can be swift and efficient in applying their knowledge of inverse operations to solve a range of real life problems.							
52		I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating							