



**Netherbrook Primary School**  
**Year 5 Maths Assessment**



**Name:**

**Class:**

**Number and Place value**

1	I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.	
2	I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	
3	I understand negative numbers in real life situations, count forwards and backwards with positive and negative whole numbers, including through zero.	
4	I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.	
5	I can read Roman numerals to 1000 (M) and recognize years written in Roman numerals.	
6	I can read, write and order numbers with up to 3 decimal places and partition numbers with 2 decimal places in different ways.	
7	I can round decimals with two decimal places to the nearest whole number and to one decimal place.	
8	I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.	

**Addition, Subtraction, Multiplication and Division**

9	I can add and subtract whole numbers with more than 4 digits.	
10	I can add and subtract at least 2 whole numbers with more than 4 digits and decimals with up to two decimal places, including using formal written methods (column)	
11	I can add and subtract numbers mentally with increasingly large numbers (example: $12,462 - 2,300 = 10,162$ ).	
12	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (including those with missing numbers).	
13	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	
14	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
15	I am able to establish whether a number up to 100 is prime and recall prime numbers up to 19.	
16	I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including grid method or long multiplication for two-digit numbers.	
17	I can multiply and divide numbers mentally drawing upon known facts.	
18	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.	
19	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	
20	I am able to recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).	
21	I can solve problems involving multiplication and division, including using my knowledge of factors and multiples, squares and cubes.	
22	I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	
23	I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios.	



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**Fractions, Decimals and Percentages**

24	I am able to compare and order fractions whose denominators are all multiples of the same number.	
25	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
26	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, $2/5 + 4/5 = 6/5 = 11/5$ ].	
27	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.	
28	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	
29	I can read and write decimal numbers as fractions and percentages [for example, $0.71 = 71/100 = 71\%$ ].	
30	I am able to recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	
31	I can solve problems involving numbers up to three decimal places.	
32	I 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.	
33	I am able to solve problems which require knowing percentage and decimal equivalents of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those fractions with a denominator of a multiple of 10 or 25	

**Geometry: Properties of shape**

34	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	
35	I know angles are measured in degree and estimate and compare acute, obtuse and reflex angles.	
36	I can identify and describe the properties of 2D shapes: language; length of lines; angles; and symmetry.	
37	I can draw given angles, and measure them in degrees ( $^{\circ}$ ) and identify: angles at a point and one whole turn (total $360^{\circ}$ ); angles at a point on a straight line and $1/2$ a turn (total $180^{\circ}$ ); other multiples of $90^{\circ}$ .	
38	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
39	I am able to distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	

**Geometry: Position and Direction**

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.	
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**Measurements**

41	I can convert between different units of metric measure and time (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	
42	I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	
43	I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ )	
44	I am able to estimate volume [for example, using $1 \text{ cm}^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water].	
45	I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	
46	I am able to estimate the area of irregular shapes.	
47	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	

**Statistics**

48	Solve comparison, sum and difference problems using information presented in a line graph.	
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