


| I can | Maths- Year 5 (Exceeding) |  | Date |
|---------------------------|--|---|------|
| + - X ÷ | Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method | | |
| | Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating | | |
| | Link working across zero for positive and negative numbers to work time between BC and AD in history | | |
| Fractions, decimals and % | Compare, order and convert between fractions, decimals and percentages | | |
| Algebra | Calculate number problems algebraically, for example, $2x - 3 = 5$ | | |
| Measures | Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects | | |
| | Use knowledge of measurement to create plans of areas around school, such as classroom , field, outside play area, etc | | |
| | Relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg | | |
| | Use a range of timetables to work out journey times on a fictional journey around the world, for example, 'How long would it take to reach the rainforests in the Amazon?' | | |
| Shape | The pupil can use substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle) | | |
| Data | Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables | | |