| Key Performance Indicator | Year 5 Milestones - Maths |
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| Number: Number and Place Value | I can read numbers to at least 1,000,000 and determine the value of each digit. |
| | I can write numbers to at least 1,000,000 and determine the value of each digit. |
| | I can order numbers to at least 1,000,000 and determine the value of each digit. |
| | I can compare numbers to at least 1,000,000 and determine the value of each digit. |
| | I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. |
| | I can count forwards in steps of powers of 10 for any given number up to 1,000,000. |
| | I can count backwards in steps of powers of 10 for any given number up to 1,000,000. |
| | I can count forwards and backwards with positive and negative whole numbers, including through zero. |
| | I can interpret negative numbers in context. |
| | I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. |
| | I can reason with place value using Year 5 skills and knowledge. |
| Number: Addition and Subtraction | I can add numbers mentally with increasingly large numbers. |
| | I can subtract numbers mentally with increasingly large numbers. |
| | I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. |
| | I can use rounding to check answers to calculations. |
| | I can check my answers are accurate and sensible. |
| | I can reason with addition and subtraction using Year 5 skills and knowledge. |
| Number: Multiplication and Division | I can multiply and divide numbers mentally using multiplication facts. |
| | I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. |
| | I can multiply numbers up to 4 digits by a one- digit number using a formal written method. |
| | I can use a formal multiplication method up to 4 digits by a 2 digit number. |
| | I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division. |
| | I can divide numbers up to 4 digits by a 1 digit number and record remainders appropriately. |
| | I can solve problems involving addition, subtraction, multiplication and division understanding the meaning of the equals sign. |

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| **Number: Multiplication and Division** | I can solve problems and involving multiplication and division using my knowledge of factors and multiples, squares and cubed numbers. |
| | I can solve problems involving multiplication and division, including scaling by simple fractions. |
| | I can find and identify factors and multiples. |
| | I can find square and cube numbers. |
| | I can find factor pairs for a given number. |
| | I can find common factors of 2 numbers. |
| | I can explain what a prime number is. |
| | I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. |
| | I can establish whether a number up to 100 is prime and recall prime numbers up to 19. |
| | I can recognise and use square numbers and cube numbers, and the notation for squared ($^2$) and cubed ($^3$). |
| **Fractions, Decimals and Percentages** | I can compare and order fractions whose denominators are all multiples of the same number eg, 1/3 2/6 4/9. |
| | I can recognise mixed numbers and improper fractions. |
| | I can convert between mixed number and improper fractions and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5. |
| | I can add and subtract fractions with the same denominator and denominators that are multiples of the same number. |
| | I can multiply proper fractions and mixed numbers by whole numbers, using materials and diagrams to help me. |
| | 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 identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. |
| | I can read and write decimal numbers as fractions [for example, $0.71 = {}^{71}/_{100}$]. |
| | I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. |
| | I can recognise that the % symbol means 'parts of 100'. |
| | I can write percentages as a fraction with denominator 100, and as a decimal ( 1/4 is 25/100 or 0.25). |
| | I can 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. |
| | I can solve problems involving number up to three decimal places. |
| | I can reason with fractions, decimals and percentages using Year 5 skills and knowledge. |

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| **Geometry: Properties of Shape** | I can identify: Angles at a point, on a straight line and multiples of 90 degrees. |
| | I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations. |
| | I can use the properties of rectangles to find missing lengths and angles. |
| | I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. |
| | I know angles are measured in degrees: I can estimate and compare acute, obtuse and reflex angles. |
| | I can draw given angles, and measure them in degrees ($^{o}$). |
| **Measurement** | I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). |
| | I can use and approximate equivalences between metric units and common imperial units such as inches, pounds and pints. |
| | I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. |
| | I can measure and calculate the perimeter of compound shapes in centimetres and metres. |
| | I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres(m²) and estimate the area of irregular shapes. |
| | I can estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. |
| | I can solve problems involving converting between units of time. |
| | I can reason with measurement using Year 5 skills and knowledge. |
| **Geometry: Position and Direction** | 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. |
| **Statistics** | I can complete, read and interpret information in tables, including timetables. |
| | I can solve comparison, sum and difference problems using information presented in a line graph. |