



Year 5 Maths Targets

Target	Target achieved on these dates
1. I can read, write, order and compare numbers up to at least 1,000,000. I can explain the value of each digit in numbers up to 1,000,000.	
2. I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	
3. I can understand how negative numbers are being used e.g. on a thermometer and I can count forwards and backwards with positive and negative whole numbers, jumping through zero.	
4. I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.	
5. I can use my understanding of place value to solve number problems and practical problems.	
6. I can read Roman numerals to 1,000 (M). I can recognise years written in Roman numerals.	
7. I can add and subtract whole numbers with more than ThHTU, including using formal written methods.	
8. I can add and subtract numbers mentally with increasingly large numbers.	
9. I can use rounding to check answers and to give estimates, when this is appropriate.	
10. I can solve addition and subtraction problems with more than two steps. I can decide which operations and methods to use, and why, when solving problems with more than two steps.	
11. I can recognise multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	
12. I can use terms like prime numbers, prime factors and composite numbers and can explain what they mean.	
13. I can work out whether a number up to 100 is prime. I can remember all prime numbers up to 19.	
14. I can multiply numbers up to ThHTU by a U or TU number using a formal written method, including long multiplication for x TU numbers.	
15. I can multiply and divide numbers mentally using number facts I know.	
16. I can divide numbers up to ThHTU by a U number using the formal written method of short division. I can write remainders appropriate to the answer I need to give.	
17. I can multiply and divide whole numbers and numbers with decimals by 10, 100 and 1000.	
18. I can recognise and use square numbers and cube numbers, and the notations n^2 and n^3 .	
19. I can solve problems involving multiplication and division including by using factors and multiples, squares and cubes.	
20. I can solve problems involving addition, subtraction, multiplication and division and a mixture of these. I can use my understanding of the equals sign.	
21. I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
22. I can compare and order fractions when the denominators are all multiples of the same number.	
23. I can recognise and write equivalent fractions, including tenths and hundredths, and draw diagrams to prove this.	
24. I can recognise mixed numbers and turn them into improper fractions and can recognise improper fractions and write them as mixed numbers. I can write mathematical statements > 1 as a mixed number.	
25. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.	
26. I can multiply a proper fraction or a mixed number by a whole number using resources to help me.	
27. I can read and write decimal numbers as fractions.	
28. I can use thousandths and recognise their equivalents in tenths, hundredths and decimals.	
29. I can round decimals with two decimal places to the nearest whole number and to one decimal place.	



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30. I can read, write, order and compare numbers with up to three decimal places.	
31. I can solve problems involving number up to three decimal places.	
32. I can recognise the per cent symbol (%) and understand that per cent relates to the 'number of parts per hundred'. I can write percentages as a fraction with denominator 100 and as a decimal.	
33. I can solve problems because I know the percentages and decimals that are equivalent to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and others fractions with a denominator which is a multiple of 10 or 25.	
34. I can convert between different metric measuring units. For example, I can change kilometres into metres; grams into kilograms and litres into millilitres.	
35. I can use the rough equivalence between metric units and imperial to solve problems. For example, I know there are roughly 2.5cm in an inch.	
36. I can measure and calculate the perimeter of squares, rectangles and composite straight-line shapes. I can do this in both cm and m.	
37. I can calculate and compare the area of rectangles and squares and can give my answer in cm^2 or m^2 . I can estimate the area of irregular shapes.	
38. I can estimate volume and capacity in ml and l.	
39. I can solve problems by converting between units of time.	
40. I can use all four operations to solve problems involving measurements given in decimals. I can use scaling to help me do this.	
41. I can identify 3-D shapes including cubes and other cuboids from 2-D drawings of them.	
42. I can compare and estimate acute, obtuse and reflex angles using degrees.	
43. I can draw angles and measure them in degrees ($^\circ$).	
44. I can identify angles at a point and one whole turn (total 360°).	
45. I can identify angles at a point on a straight line or a half turn (total 180°).	
46. I can identify angles that are multiples of 90° .	
47. I can use the properties of rectangles to deduce facts such as missing lengths and angles.	
48. I can distinguish between regular and irregular polygons because I can identify equal and unequal sides and angles.	
49. I can identify, describe and represent the position of a shape following a reflection or translation and know that the shape has not changed.	
50. I can use information presented in a line graph to solve comparison problems to answer questions about the sum of and difference between data.	
51. I can read, interpret and complete information in tables, including timetables.	