Ellingham C of E Primary School
Year 5 Assessment Expectations
Mathematics: Number

End of Term 1	End of Term 2	End of Term 3
Place value, ordering and rounding:		
I can count forwards or backwards in steps of powers of 10 from any given number beyond 1 000.	I can count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000.	I can count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 and beyond.
I can read, write, order and compare numbers beyond 1000 and determine the place value of each digit.	I can read, write, order and compare numbers to at least 1 000 000 and determine the place value of each digit.	I fluently read, write, order and compare numbers to at least 1 000 000 in a wide range of contexts, including measurement.
I can round any number beyond 1 000 to the nearest 10, 100, 1 000, 10 000.	I can round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000.	I fluently round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000.
I continue to develop understanding of negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. I can place positive and negative integers in order.	I confidently interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. I am starting to calculate intervals across zero.
I continue to read Roman numerals to 100 and beyond.	I can read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	I can appreciate and explain the difference between the Roman numeral system and our own number system.
I continue to use the vocabulary of factors and multiples. I am starting to understand the idea of prime and square numbers supported with practical materials. I continue to practice to recognize multiples of numbers up to 12 x 12, to recognize patterns in sequences of multiples and connections between them. I know and apply tests of divisibility.	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I can identify common multiples I know and 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 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).	I fluently identify multiples and factors, all factor pairs of a number, and common factors of two numbers. I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. I quickly establish whether a number up to 100 is prime and rapidly recall prime numbers up to 19. I recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). I use understanding of the terms factor, multiple and prime, square and cube numbers to construct equivalence statements (e.g. 4 × 35 = 2 × 2 × 35; 3 × 270 = 3 × 3 × 9 × 10 = 9² × 10).
I can recognise and extend number sequences in steps of constant size, extending beyond zero when counting back.	I am starting to recognise and describe linear number sequences, including those involving fractions and decimals and start to find the term to term rule.	I can recognise and describe linear number sequences, including those involving fractions and decimals and find the term to term rule.
Problem Solving:		
I sometimes apply my understanding of the number system to solve number problems and practical problems involving numbers, money or measures.	I can apply my understanding of the number system to solve number problems and practical problems involving numbers, money or measures.	I confidently apply understanding of the number system to solve number problems and practical problems involving numbers, money or measures.