Year 5 MATHS	Y5 Low Emerging	Y5 High Emerging	Y5 Low Embedding	Y5 High Embedding	Y5 Low Expected	Y5 High Expected	Y5Low Exceeding Y6 Low Emerging	Y5High Exceeding Y6 High Emerging
STEP	26	27	28	29	30	31	32	33
Ticks required	23	46	69	92	115	122	130	137

✓ Total 144 with **23 Key Objectives**	*The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed*	**All Key objectives** have to be secure in order to be exceeding

	Mathematics - Year 5	Beginning	Progressing	Secure
Number: Number System and fractions and decimals	*I can read, write, order ad compare numbers to at least 1,000,000 and determine the value of each digit*			
	I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000			
	I can interpret negative numbers in context, counting forwards and backwards with positive and negative whole numbers through 0			
	I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000			
	I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals			
	I can read, write, order and compare numbers with up to three decimal places			
	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents			
	I can round decimals with two decimal places to the nearest whole number and to one decimal place			
	I can solve problems involving number up to three decimal places			
	I can compare and order fractions whose denominators are multiples of the same number			
	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths			
	I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <1 as mixed numbers, e.g. 2/5 + 4/5 = 6/5 = 1 1/5			
	I can add and subtract fractions with the same denominator and multiples of the same number			
	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams			
	I can read and write decimal numbers as fractions			
	I can recognise the percent symbol (%) and understand percent means number of parts per hundred and write percentages as a fraction with a denominator 100 and as a decimal			
Calculating: addition, subtraction, multiplication and division	*I can solve problems which require knowing percentage and decimal equivalents for ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25*			
	I can add and subtract whole numbers with more than 4 digits using formal columnar methods			
	I can add and subtract numbers mentally with increasingly large numbers			
	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy			
	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why			
	I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers			
	I can multiply and divide numbers mentally using known facts			
	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000			
	I can multiply numbers up to four-digits by a one- or two-digit number using a formal written method including long multiplication for two-digit numbers			
	I can divide number up to four-digits by a one-digit number using the formal written method of short division and interpret remainders appropriately according to context			
	I can solve problems using multiplication and division and a combination of these, including understanding the equals sign			
	I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios			
	I know and use the words prime number, prime factors and composite numbers			
	I can tell whether a number up to 100 is a prime number and recall prime numbers up to 19			
	I can recognise and use square numbers and cube numbers and their notation			
Geometry: Pro	I can solve problems using multiplication and division using my knowledge of factors and multiples, squares and cubes			
	I can identify 3D shapes, including cubes and cuboids, from 2D representations			
	I know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles			
	I can draw given angles and measure them in degrees (°)			
	I can identify: Other multiples of 90°			
	I can use the properties of rectangles to deduce related facts and find missing lengths and angles			

	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles			
p er ti es , p os iti o n a n d di re ct io n				
Meas ur e m e nt	*I can identify, describe and represent the position of a shape following a reflection or translation, including the appropriate language, and know that the shape has not changed*			
	I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml)			
	I can understand and use equivalence between metric units and common imperial units such as inches, pounds and pints			
	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m			
	I can calculate and compare the area of squares and rectangles including using standard units cm^2 and m^2 and estimate the area of irregular shapes			
	I can estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids)			
	I can solve problems involving converting between units of time			
	I can use all four operations to solve problems, including measure (e.g. length, mass, volume, money) using decimal notation including scaling			
St	I can solve comparison, sum and difference problems using information presented in line graphs			
	I can complete, read and interpret information in tables, including time tables			