

AUTUMN 1 - YEAR 5 MATHEMATICS OBJECTIVES- 2026 27

For all units of work, problem solving and reasoning opportunities are integrated.

Red typing refers to Year 4 objectives

Starters	See objectives in the checklist		
	TOPIC		Fluency:
Week 1, week 2, week 3	Number and Place Value <i>Counting games and activities</i>	- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. (Start with 10,000 and build up). - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. (Two lessons please) - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100,000 (Build up) - Solve number problems and practical problems that involve all of the above. - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. End of unit assessment	- Times tables focus: 6x (multiply and divide/count in different steps/ count in 60s, 0.6 etc) - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. - count forwards and backwards with positive and negative whole numbers including through zero.
Weeks 4, 5, 6,	Addition and Subtraction	- Add and subtract numbers mentally with increasingly large numbers. - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. - Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why End of unit assessment	- Times tables focus: 7x (multiply and divide/ count in different steps/ count in 70s, 0.7 etc) - Add and subtract numbers mentally with increasingly large numbers (using different strategies eg. partitioning/adjusting/near doubles etc) - Rounding numbers quickly
Week 7 and 8	Multiplication and division	- To find factor pairs of numbers - To find common factors of two numbers	Times tables focus: 6x and 7x (multiply and divide,

		• To identify multiples of numbers • Establish whether a number up to 100 is prime or composite (non-prime) and recall prime numbers up to 19 • To find prime factors • Recognise and use the notation for square numbers (²) • To recognise and use the notation for cube numbers (³) • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	counting in different steps inc using place value)
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AUTUMN 2 - YEAR 5 MATHEMATICS OBJECTIVES			
Starters	See objectives in the checklist		
	TOPIC		Fluency
Weeks 1,2 and 3	Multiplication and division continued	• Multiply and divide by 10, 100 and 1000 • Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers • Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. • Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. • End of unit assessment	• Times tables focus: 8x (multiply and divide, counting in different steps inc using place value) • Multiply and divide by 10, 100 and 1000 • Doubles and halves of numbers to 100.
Week 4	Statistics	• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • Present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Complete, read and interpret information in tables including timetables • Solve comparison, sum and difference problems using information presented in a line graph.	• Times tables focus: 9x (multiply and divide, counting in different steps inc using place value) • Multiplying by multiples of 10 eg. 60 x 4
Weeks 5 and 6	Measurement- Perimeter and area	• Measure the perimeter of rectangles and find missing sides. • Measure and calculate the perimeter of composite rectilinear shapes in cm and m. • Calculate and compare the area of rectangles (including squares), and including using standard units, cm²,m² estimate the area of irregular shapes • Arithmetic test	• Times tables focus: 9x (multiply and divide, counting in different steps inc using place value) • Multiplying and dividing by 10,100, 1000 • Conversion of mm, cm, m, and km • Counting in units of measure.

Week 7	Time	• To read and write the time shown on analogue clocks to the nearest minute. • To read and write the time shown on analogue clocks and draw hands on a clock. • Convert between different units of measure eg hour to minute. • End of unit assessment and arithmetic test	• Times tables focus: 8x and 9x (multiply and divide, counting in different steps inc using place value) • Read the time on analogue clocks • Count forwards and back in different time interval, crossing the hour – use the counting stick
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Spring 1 - YEAR 5 MATHEMATICS OBJECTIVES			
Starters	See objectives in the checklist		
	TOPIC		
Week 1	Time (continued...)	- To read and write the time shown on analogue clocks to the nearest minute. - To read and write the time shown on analogue clocks and draw hands on a clock. - Convert between different units of measure eg hour to minute.	9 x tables - Count forwards and back in different time interval, crossing the hour – use the counting stick
Week 2	Geometry- position and direction	- Describe positions on a 2D grid as coordinates in the first quadrant (year 4 coordinates) Revision - Describe movements between positions as translations of a given unit to the left/ right and up/ down. - Plot specified points and draw sides to complete a given polygon. - 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. Year 5	11 x tables - Find factors/ multiples of numbers. - Count in different multiples, including decimals eg. count in steps of 0.6
Weeks 3,4,5, 6	Fractions	- Recognise and show, using diagrams, families of common equivalent fractions. - Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. - Compare and order fractions whose denominators are multiples of the same number. - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Find fractions of a number (revise from year 4) - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $1 + \frac{1}{2} = 1\frac{1}{2}$] - Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] - Add and subtract fractions whose denominators that are multiples of the same number by linking to equivalent fractions. ($\frac{1}{3} + \frac{1}{6}$)	11 x tables 12 x tables - Count in different fractions, including in steps of mixed number and improper fractions - Use division and mental methods to find fractions of number, eg. find $\frac{1}{4}$ by finding $\frac{1}{2}$ and then $\frac{1}{2}$ again. Use that to find an $\frac{1}{8}$ etc

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Spring 2 - YEAR 5 MATHEMATICS OBJECTIVES			
Starters	See objectives in the checklist		
	TOPIC		
Weeks 1 and 2	Geometry- properties of shape	- Identify 3D shapes, including cubes and other cuboids, from 2D representations. - Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. - Draw given angles, and measure them in degrees (o) - Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o) other multiples of 90o - End of unit assessment	- All times tables and division facts - Using multiplication known facts to solve other multiplication and divisions eg. 0.3×4, 60×80 - Add and subtract numbers mentally with increasingly large numbers (using different strategies eg. partitioning/adjusting/near doubles etc)
Weeks 3, 4 and part of week 5	Number - Place value Decimals and percentages End of year tests	- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. (Start with 10,000 and build up). - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. - Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100,000 - Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. . - Find percentages of numbers. (Only find 10%, 50% and 25% in year 5) - Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{10}$, $\frac{2}{10}$ and those fractions with a denominator of a multiple of 10 or 25 End of unit assessment	- All times tables and division facts - Equivalent fractions and percentages - Using place value to find 10% of a number quickly - Find 50% of numbers up to 100 mentally

Week 6	Assessment and consolidation Investigations	Assessment of skills Complete a longer investigation.	• Multiply and divide by 10, 100 and 1000

Summer 1 - YEAR 5 MATHEMATICS OBJECTIVES			
Starters	See objectives in the checklist		
	Topic		
Weeks 1,2 and 3.	Fractions	- To solve money word problems (linked to last half term) - Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $1\frac{1}{2} = 1\frac{1}{2}$] - Add and subtract fractions whose denominators that are multiples of the same number by linking to equivalent fractions. ($\frac{1}{3} + \frac{1}{6}$) - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. - Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. End of unit assessment	- Multiply and divide by 10, 100 and 1000 - Using multiplication known facts to solve other multiplication and divisions eg. 0.3×4, 60×80 - Number bonds to 100 and multiples of 100 in context of money eg. £5 - £2.87
Week 4, 5 and 6	Decimals	- Recognise and write decimal equivalents of any number of tenths or hundredths. - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ starter - Read, write, order and compare numbers with up to two, then three decimal places. - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. - Round decimals with one and then two decimal places to the nearest whole number - Round decimals with one and then two decimal places to one decimal place. - Compare numbers up to three decimal places and solve problems. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. - Add and subtract decimals with different numbers of decimal places - To solve money word problems End of unit assessment	- Count in tenths, hundredths and thousandths on counting stick - Count in different decimal steps - Rounding decimals to nearest whole number, one and two decimal places - Using multiplication known facts to solve other multiplication and

			divisions eg. 0.3×4 , 60×80
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Summer 2 - YEAR 5 MATHEMATICS OBJECTIVES			
Starters	See objectives in the checklist		
	TOPIC		
Weeks 1, 2 and 3	Measure - Converting units	• Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml) See objectives below. All should include reasoning and problem solving. • To measure mass and read a variety of scales. • To convert between units of length (cm to m and m to cm) • To convert between units of mass (g to kg and kg to g) • To measure the volume of liquid in a container and explore capacities of different containers. • To convert between units of capacity (ml to l and l to ml) • To convert between units to solve word problems. • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Solve problems involving converting between units of time. • To calculate time intervals. • To solve money word problems • End of unit assessment	• Using multiplication known facts to solve other multiplication and divisions eg. 0.3×4, 60×80 • Quick measures conversions • Number bonds to 1000 in context of measures eg. $3\text{kg} - 925\text{g}$ • Count in steps of measures/units of time using the counting stick
Week 4	Measure-volume	• Estimate volume [for example using 1cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • Use all four operations to solve problems involving measure	• Multiplying three single digit numbers • Add and subtract mentally with increasingly large numbers

Week 5	Place value	• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.	• Count forwards and backwards in powers of 10 for any number up to 1,000,000 • Count forward and backwards in positive and negative numbers • Using multiplication known facts to solve other multiplication and divisions eg. 0.3×4, 60×80
Week 6 +	Assessment and Consolidation	<u>Consolidation</u> Ensure that all children can add and subtract 5+ digit numbers Ensure that all children can multiply 4 by 2 digit numbers using column multiplication and divide 4 digit by 1 digit numbers fluently using short division. Complete a longer investigation.	• Multiply and divide by 10, 100, 1000 • All times tables/division facts