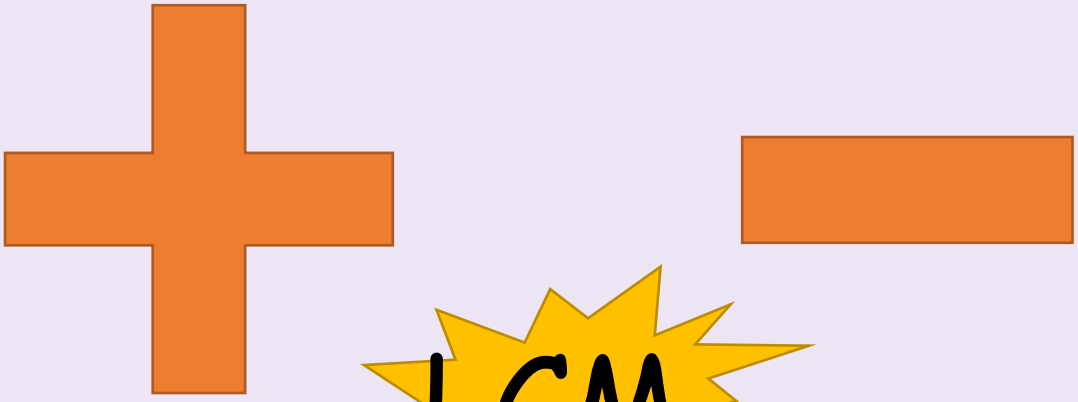
Maths

Year 5 - Fractions



LCM

$\frac{1}{3}$ = 3.$\dot{3}$ tenths = 0.$\dot{3}$

$\frac{3}{4}$ = 75 hundredths = 0.75

Fractions

Children should be able to explain how to add and subtract fractions.

Children should know how to find the lowest common multiple and how they can use this to add and subtract fractions.

Children should know the equivalent decimal to one third and three quarters.

Vocabulary

Lowest common multiple

Thousandths

Maths

Year 5 - Number

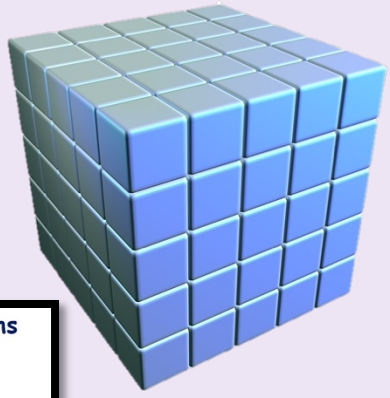
LCM Prime numbers HCF

Square numbers

$4^2 = 16$

Cube numbers

$5^3 = 125$



Tens	Units	•	Tenths	Hundredths	Thousandths
4	.		5	6	9

→ 4.6

Ten thousands	Thousands	Hundreds	Tens	Ones	•	Tenths	Hundredths
3	2	, 5	3	8	•	7	2

Number

Children should know how to calculate the lowest common multiple and highest common factor of two numbers.

Children should be able to define and name prime numbers (to 20).

Children should be able to calculate and define square numbers and know how to represent these using ^{2}.

Children should be able to calculate and define cube numbers and know how to represent these using ^{3}.

Children should know how to round to the nearest 1 and 0.1.

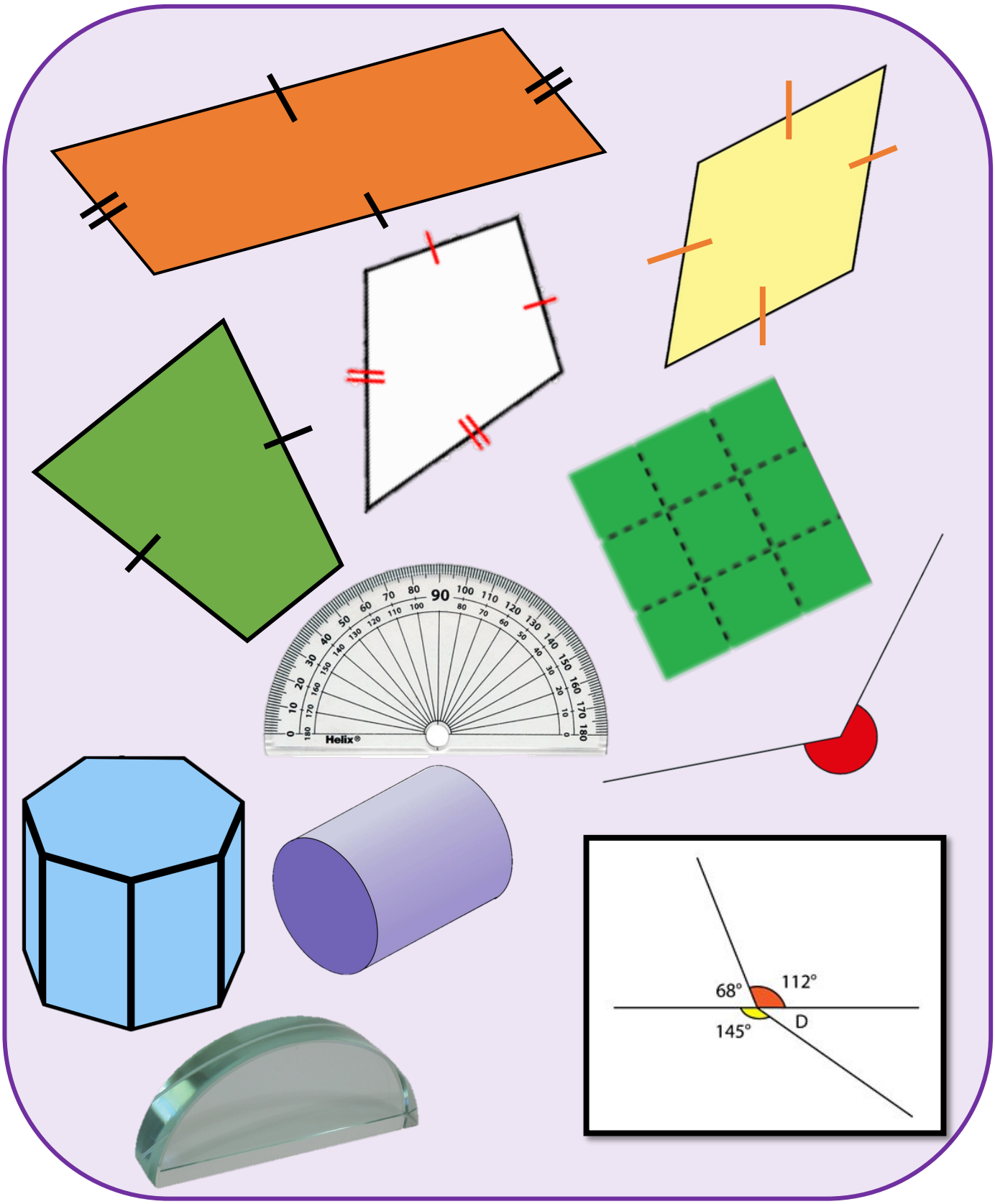
Children should be able to recognise the ten thousand and hundredths columns. They should also understand when to use a comma.

Vocabulary

Lowest common multiple
Highest common factor
Prime number
Square numbers
Cube numbers

Maths

Year 5 - Shape



Shape

Children should be able to describe and recognise parallelograms, rhombuses, kites and trapezia.

Children should recognise and be able to use a protractor.

Children should recognise and be able to define reflex angles.

Children should recognise various prisms and be able to define a prism.

Children should be able to recognise and define regular and irregular polygons.

Children should know that angles around a point add up to 180°.

Children should be able to calculate and define the area of rectangles.

Vocabulary

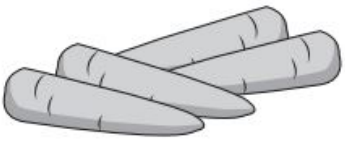
Parallelogram
Kite
Protractor
Prism
Irregular polygon
Trapezium
Rhombus
Reflex angle
Regular polygon
Area

Maths

Year 5 - Money

16

potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much **change** does he get from **£5**?

Show your method

£

2 marks

Money

Children should be able to demonstrate the skills needed to calculate problems involving units of measure, fractions and money.

Children should know that different countries use different currencies.

Children should be able to talk about budgeting, related to their experiences.

Vocabulary

Transaction
Budget
Currency

Maths

Year 5 - Time

2 Write these times in order, starting with the shortest.

34 days | 15 weeks | 3 months | 96 hours

Shortest

1 mark

Chloe is late arriving at school.

She is meant to arrive at school at 8:45am

The clock shows the time she arrived.

How many minutes late is she?

Time

Children should be able to convert between seconds, minutes and hours.

Children should be able to convert between days, weeks, months and years.

Children should be able to calculate how many minutes until the next hour.

Children should be able calculate tome problems that bridge o'clock.

Children should recognise am and pm on a 12-hourdigital clock.

Children should be able to read a 24-hour digital clock.

Vocabulary

am

pm

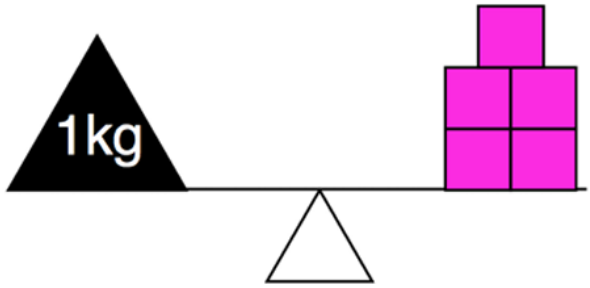
Maths

Year 5 - Measure

centilitre

tonne

5 identical pink blocks have a mass of 1 kilogram.



Find the mass of one pink block

Change 780 metres into kilometres

Change 2.8 metres into centimetres

Change 55 centimetres into metres

Measure

Children should be able to convert measures including lengths, capacities and mass.

Children should be able to solve problems which involved converting measures.

Children should know that a tonne is 1000kg.

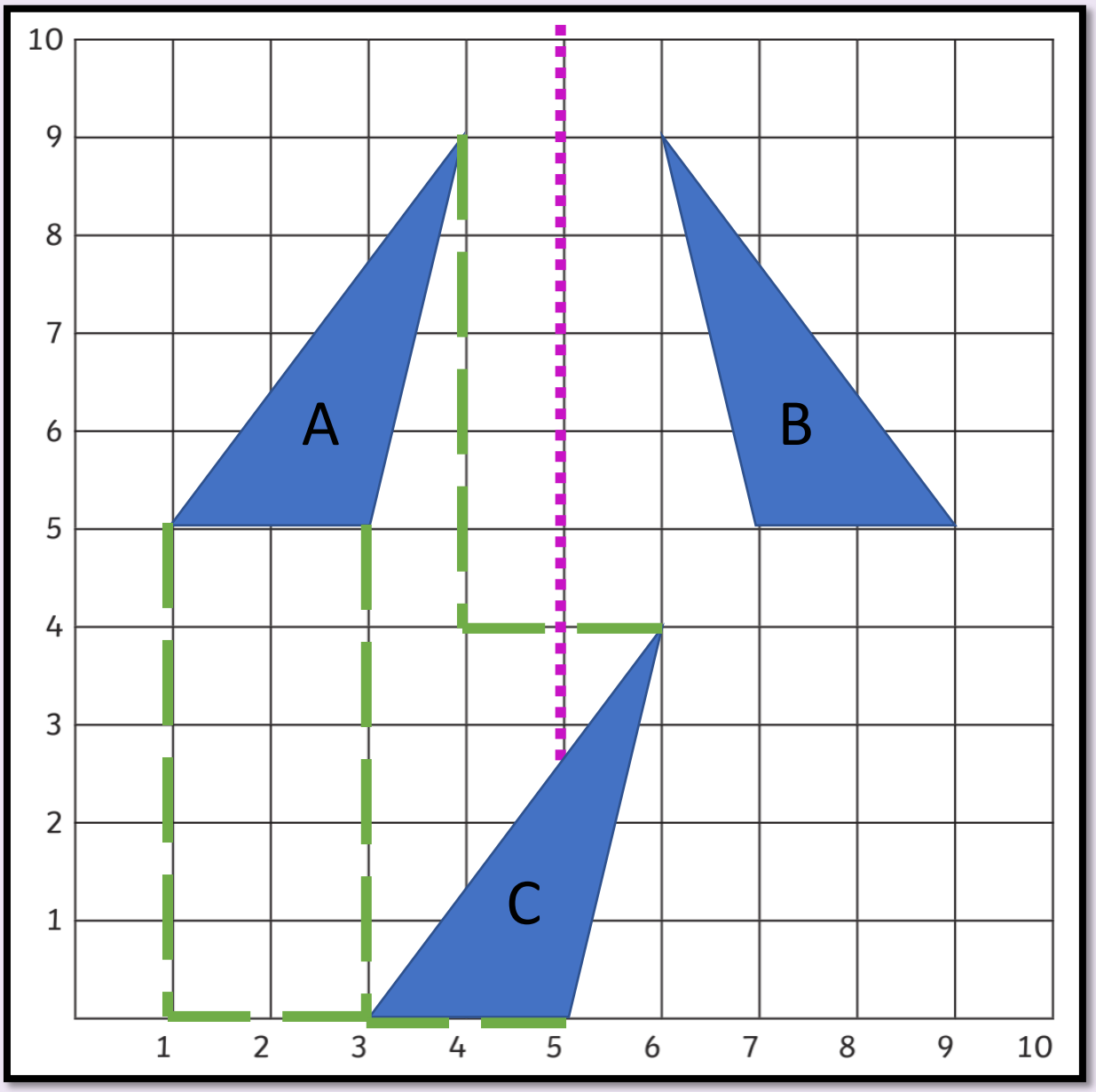
Children should know that a centilitre is 10ml.

Vocabulary

Tonne
Centilitre
Capacity
Mass

Maths

Year 5 – Position and direction



translation

reflection

origin

Position and direction

Children should be able to describe and demonstrate translating a shape in the first quadrant.

Children should be able to reflect a shape in a mirror line.

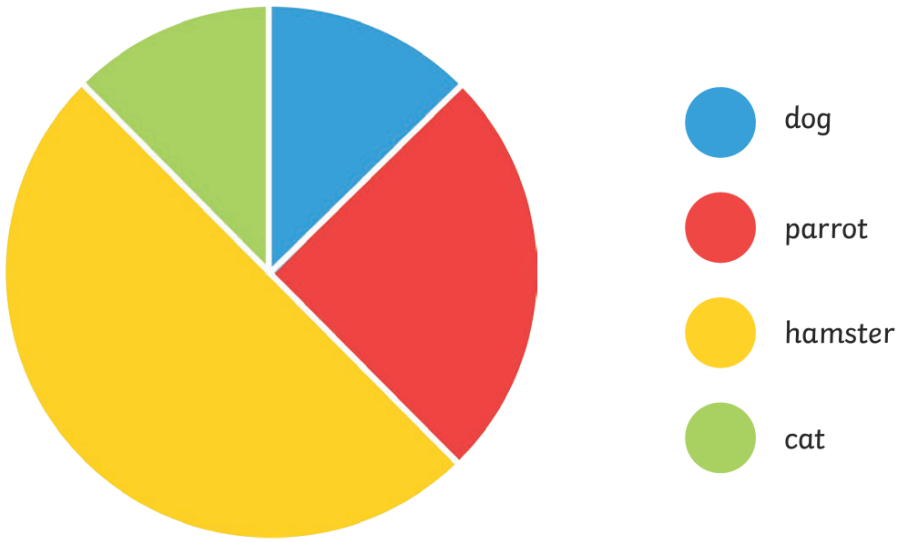
Children should be able to locate the origin.

Vocabulary

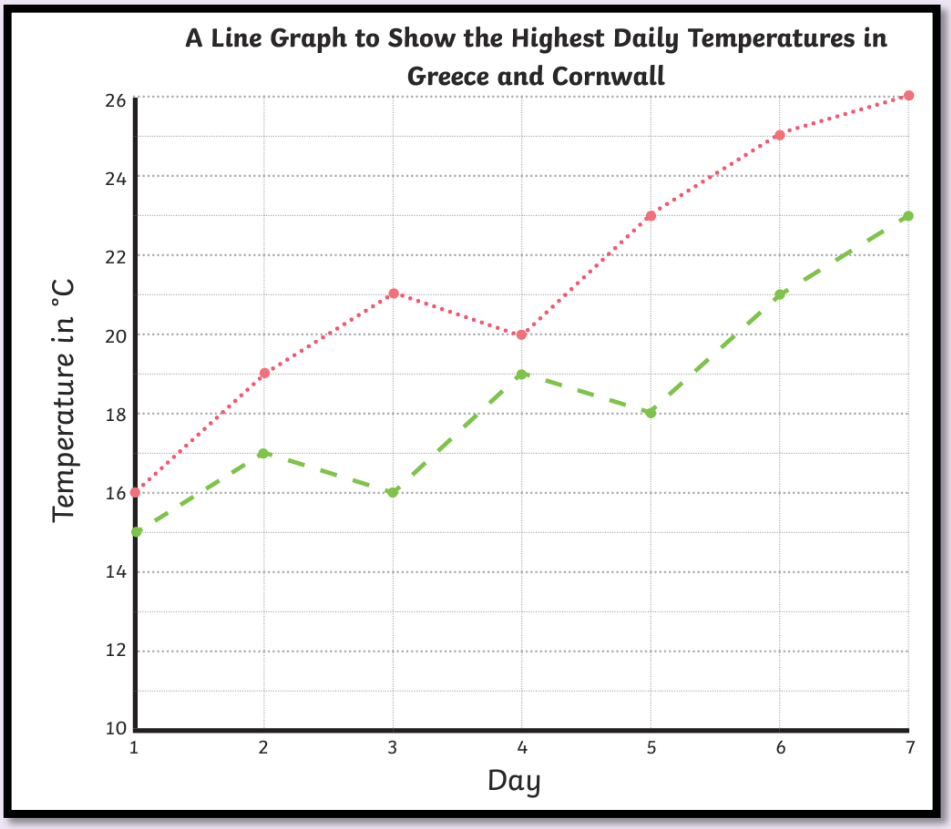
Translation
Reflection
Mirror line
Origin

Maths

Year 5 - Statistics



This pie chart represents 40 children.



Statistics

Children should be able to interpret data from a pie chart using their knowledge of angles and fractions.

Children should be able to discuss correlations shown on a line graph and draw conclusions about possible relationships.

Children should be able to make predictions following on from a set of data presented on a line graph.

Children should be able to consider minimum and maximum values of an axis for a given set of data.

Vocabulary

Pie chart
Correlation
Conclusion
Relationship
Minimum value
Maximum value
Prediction