

The Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Upper Key Stage 2

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Year 5: Using and Applying Mathematics in the Primary National Strategy Renewed Framework (2006)					Year 5: Algebra in the National Curriculum (2014)
Solving problems	Representing	Enquiring	Reasoning	Communicating	
Solve one-step and two-step problems involving whole numbers and all four operations, choosing and using appropriate calculation strategies, including calculator use	Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it; find possible solutions and confirm them in the context of the problem	Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry	Explore patterns, properties and relationships, and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false	Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols	

Statements from the Renewed Framework that are in **bold/blue** are key objectives. Statements from the National Curriculum that are in *italics* are non-statutory.

Comparing objectives from the Primary National Strategy Renewed Framework (2006) and the National Curriculum for Primary Mathematics (2014) **YEAR 5**

Year 5: Number in the Primary National Strategy Renewed Framework (2006)	Year 5: Number in the National Curriculum (2014)
<ul style="list-style-type: none"> Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers Express a smaller whole number as a fraction of a larger one (e.g. recognise that 5 out of 8 is $\frac{5}{8}$); find equivalent fractions (e.g. $\frac{7}{10} = \frac{14}{20}$, or $\frac{19}{10} = 1\frac{9}{10}$); relate fractions to their decimal representations Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages Use sequences to scale numbers up or down; solve problems involving proportions of quantities (e.g. decrease quantities in a recipe designed to feed six people) <p>Knowing and using number facts</p> <ul style="list-style-type: none"> Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7, half of 5.6, double 0.34) Recall quickly multiplication facts up to 10×10 and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9) Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations <p>Calculating</p> <ul style="list-style-type: none"> Extend mental-methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g. 12×9), to multiply by 25 (e.g. 16×25), to subtract one near-multiple of 1000 from another (e.g. $6070 - 4097$) Use efficient written methods to add and subtract whole numbers and decimals with up to two places Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000 Refine and use efficient written methods to multiply and divide $HTU \times U$, $TU \times TU$, $U.t \times U$ and $HTU \div U$ Find fractions using division (e.g. $\frac{1}{100}$ of 5 kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £80) Use a calculator to solve problems, including those involving decimals or fractions (e.g. find $\frac{3}{4}$ of 150 g); interpret the display correctly in the context of measurement 	<p>Number and place value Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit 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 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 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. <p>Addition and subtraction Pupils should be taught to:</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers 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. <p>Multiplication and division Pupils should be taught to:</p> <ul style="list-style-type: none"> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts 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 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Fractions (including decimals and percentages) Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places 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 solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

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Comparing objectives from the Primary National Strategy Renewed Framework (2006) and the National Curriculum for Primary Mathematics (2014) **YEAR 5**

Year 5: Understanding Shape in the Primary National Strategy Renewed Framework (2006)			Year 5: Geometry in the National Curriculum (2014)	
Properties of Shapes	Angles and Turns	Position, Direction and Movement	Properties of Shapes	Position, Direction, Motion
<ul style="list-style-type: none"> Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes, and to identify and draw nets of 3-D shapes Complete patterns with up to two lines of symmetry; draw the position of a shape after a reflection or translation 	<ul style="list-style-type: none"> Estimate, draw and measure acute and obtuse angles using an angle measurer or protractor to a suitable degree of accuracy; calculate angles in a straight line 	<ul style="list-style-type: none"> Read and plot coordinates in the first quadrant; recognise parallel and perpendicular lines in grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ☑ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ☑ draw given angles, and measure them in degrees ($^{\circ}$) ☑ identify: <ul style="list-style-type: none"> ☑ angles at a point and one whole turn (total 360°) ☑ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ☑ other multiples of 90° ☑ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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: Measuring in the Primary National Strategy Renewed Framework (2006)	Year 5: Measurement in the National Curriculum (2014)
<ul style="list-style-type: none"> Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to one place (e.g. change 2.6 kg to 2600 g) Interpret a reading that lies between two unnumbered divisions on a scale Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle's area Read timetables and time using 24-hour clock notation; use a calendar to calculate time intervals 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ☑ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ☑ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ☑ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes ☑ estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] ☑ solve problems involving converting between units of time ☑ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Year 5: Handling Data in the Primary National Strategy Renewed Framework (2006)			Year 5: Statistics in the National Curriculum (2014)
Sorting and Comparing	Answering and Asking Questions	Chance and Probability	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ solve comparison, sum and difference problems using information presented in a line graph ☑ complete, read and interpret information in tables, including timetables.
<ul style="list-style-type: none"> Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time Find and interpret the mode of a set of data 	<ul style="list-style-type: none"> Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask 	<ul style="list-style-type: none"> Describe the occurrence of familiar events using the language of chance or likelihood 	

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