MATHEMATICS AREs

2025 – 2026

YEAR 5

Number, place value, approximation and estimation/rounding	
1. I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.	
2. I can read, write, order and compare numbers to at least 1,000,000.	
3. I can determine the value of each digit in numbers up to 1,000,000.	
4. I can partition numbers to 1,000,000.	
5. I can use a number line to 1,000,000.	
6. I can find 10/100/1,000 etc. more or less.	
7. I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.	
8. I can round any number up to 1,000,000 to the nearest 10, 100, 1000.	
9. I can round any number up to 1,000,000 to the nearest 10000 and 100000.	
10. I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	
11. I can solve number problems and practical problems with the above.	
GDS 1. I have a concept of number well beyond 1,000,000 and their relative association.	
Calculations	
12. I can add and subtract numbers mentally with increasingly large numbers.	
13. I can add whole numbers with more than 4 digits, including using formal written methods.	
14. I can subtract whole numbers with more than 4 digits, including using formal written methods.	
15. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
16. I can find missing numbers.	
17. I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.	
18. I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.	
19. I can establish whether a number up to 100 is prime and recall prime numbers up to 19.	
20. I recognise and use square numbers and cubed numbers; and can use the notation for squared and cubed.	
21. I can multiply and divide numbers mentally drawing on known facts	
22. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	
23. I can identify multiples of 10,100 and 1,000.	
24. I can multiply numbers up to 4-digits by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers.	

25. I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.	
26. I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.	
27. I can solve problems involving addition, subtraction, multiplication and division and a combination of these and understand the meaning of the equals sign.	
28. I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.	
Fractions, decimals and percentages	
29. I recognise mixed numbers and improper fractions and can convert from one to another.	
30. I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
31. I can compare and order fractions less than 1.	
32. I can compare and order fractions greater than 1.	
~~33. I can compare and order fractions whose denominators are multiples of the same number.~~	
34. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.	
35. I can add to and subtract from a mixed number and add and subtract two mixed numbers.	
36. I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	
37. I can read and write decimal numbers as fractions.	
38. I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	
39. I can round decimals with 2dp to the nearest whole number and to 1dp.	
40. I can read, write, order and compare numbers with up to 3 decimal places.	
41. I can solve problems involving numbers up to 3 decimal places.	
42. I can write percentages as a fraction with denominator hundred and as a decimal.	
43. I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator or a multiple of 10 or 25.	
44. I recognise the % symbol and understand percent relates to a number of parts per hundred.	
Measurement	
45. I can solve problems involving converting between units of time.	
46. I can convert between different units of metric measure.	
47. I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.	
48. I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	
49. I can calculate and compare the area of rectangles and include standard units (cm^2, m^2)	
50. I can calculate and compare the area of irregular shapes using estimation.	
51. I can estimate volume and capacity.	
52. I can use all four operations to solve problems involving money using decimal notation, including scaling.	
GDS 2. I can apply my knowledge of measurement (area / perimeter) to areas around school, such as the classroom, field, outside play area, etc.	

Geometry – properties of shapes	
53. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
54. I can identify 3D shapes, including cubes and other cuboids, from 2D representations.	
55. I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
56. I can estimate and compare acute, obtuse and reflex angles.	
57. I can identify angles at a point and one whole turn [total 360 º].	
58. I can identify angles on a straight line and $\frac{1}{2}$ a turn [total 180 º].	
59. I can identify angles at other multiples of 90º.	
60. I can draw given angles and measure them in degrees.	
Geometry – position and direction	
61. I can identify, describe and represent the position of a shape following a reflection using the appropriate language, and know that the shape has not changed.	
62. I can identify, describe and represent the position of a shape following a translation using the appropriate language, and know that the shape has not changed	
Statistics	
63. I can complete, read and interpret information in tables, including timetables.	
64. I can solve comparison, sum and difference problems using information presented in a line graph.	
GDS 3. I can apply my knowledge of time and timetables to answer hypothetic questions such as, "How long would it take to reach the rainforests in the Amazon?"	
GDS 4. I can collect my own data on a personal project and present information in formats of my choosing, using charts, graphs and tables.	