

# Year 5

## MATHS

# Checklist



Tutoring by Teachers

St. Patricks Hall, Chislehurst, BR7 6DB

07814168029

[www.tutoringbyteachersuk.com](http://www.tutoringbyteachersuk.com)

Dear parent, teacher or tutor!

I'm so excited to share these carefully designed checklists with you!

As a teacher, I know first-hand how overwhelming it can be to keep track of everything when it comes to supporting a child's learning journey.

Each checklist is designed to:

- ✔ Provide clear steps to help guide your child's learning at home and in school.
- ✔ Support organisation, planning, and confidence-building in key areas of education.
- ✔ Offer expert-backed strategies to make learning engaging, stress-free, and effective.

Whether you're looking for ways to boost reading comprehension, build confidence, prepare for transitions, or establish strong study habits, these checklists will give you practical tools to help your child thrive.

### ★ How to Use These Checklists:

- Print and display them in a visible spot at home, have them in the car for quick quizzes or in the classroom.
- Tick off progress as your child works through each step.
- Use them as conversation starters with teachers or tutors to align on goals.

I truly believe that small, consistent steps lead to big success in learning.

I hope these checklists empower you to support your child's growth with clarity and confidence!

💬 I'd love to hear your feedback! If you find these checklists helpful, let me know how they're working for you—or suggest ideas for future ones!

Let's make learning simpler, more structured, and more enjoyable for every child! 🎉

Best wishes,

Sophie Wong

Tutoring by Teachers UK

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# Year 5

## MATHS



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Name:

# Checklist

## Number

I can read, write, order and 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, count forwards and backwards with positive and negative whole numbers, including through zero	
I can recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size	
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	
I can solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies	
I can solve number problems and practical problems that involve all of the above.	
I can check the reasonableness of answers	
I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals	

## Addition and Subtraction

I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).	
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.	

## Multiplication and Division

I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	
I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
I can 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.	
I can multiply and divide numbers mentally drawing upon known facts.	
I can 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.	
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	
I can recognise and use square numbers and cube numbers, and the notation for squared (2 ) and cubed (3 ).	
I can solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes.	

I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
know the number of minutes in an hour and the number of hours in a day	

## Fractions, Decimals and Percentages

I can compare and order fractions whose denominators are all multiples of the same number	
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
find different combinations of coins that equal the same amounts of money	
I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $> 1$ as a mixed number.	
I can add and subtract fractions with the same denominator and denominators that are 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 for example, $0.71 =$	
I can round decimals with two decimal places to the nearest whole number and to one decimal place.	
I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	

I can read, write, order and compare numbers with up to three decimal places.	
I can solve problems involving number up to three decimal places.	
I can 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.	
I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ and those fractions with a denominator of a multiple of 10 or 25.	

Measurement	
I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).	
I can understand and use approximate equivalences 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 centimetres and metres.	
I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes.	
I can estimate volume [for example, using $1 \text{ cm}^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water].	
I can solve problems involving converting between units of time.	
I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	

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## Geometry – Properties of Shapes

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	
I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.	
I can draw given angles, and measure them in degrees ( $^{\circ}$ ).	
I can identify angles at a point and one whole turn (total $360^{\circ}$ )	
I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total $180^{\circ}$ )	
I can identify angles other multiples of $90^{\circ}$	
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.	
I can 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.	

## Statistics

I can solve comparison, sum and difference problems using information presented in a line graph.	
I can complete, read and interpret information in tables, including timetables.	