100,000s	10,000s	1000s	100s	10s	1s
6	2	3	1	4	5

In order from smallest to largest

543,241   564,406   570,540

Stop and look. What do you notice?

six hundred and twenty-three thousand, one hundred and forty-five

6 hundred thousands, 2 ten thousands, 3 thousands, 1 hundred, 4 tens and 5 ones
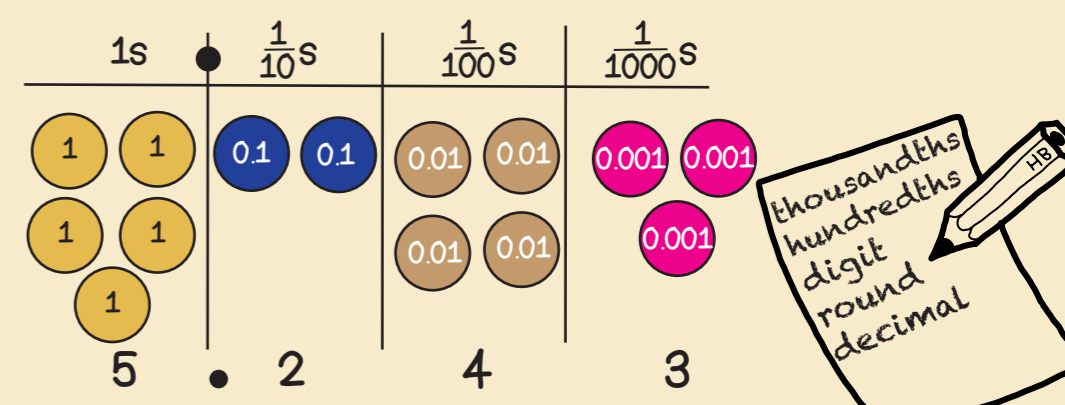
thousands digit round multiple positive negative

1s	$\frac{1}{10}$s	$\frac{1}{100}$s	$\frac{1}{1000}$s
5	2	4	3

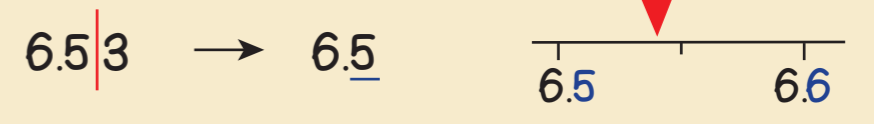*thousandths hundredths digit round decimal*

five point two, four, three

5 ones, 2 tenths, 4 hundredths, 3 thousandths

Compare decimals

2.345 > 2.343   2.455 > 2.343   2.3 > 2.299
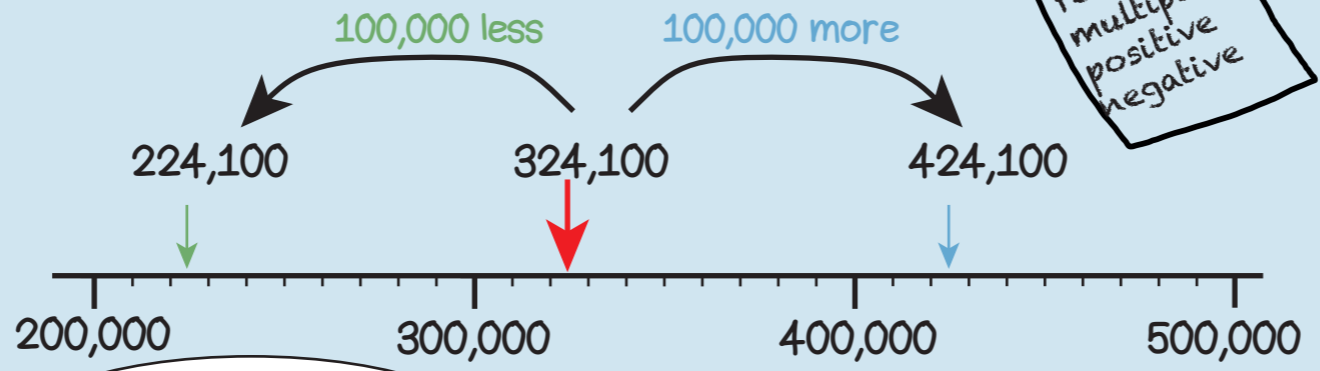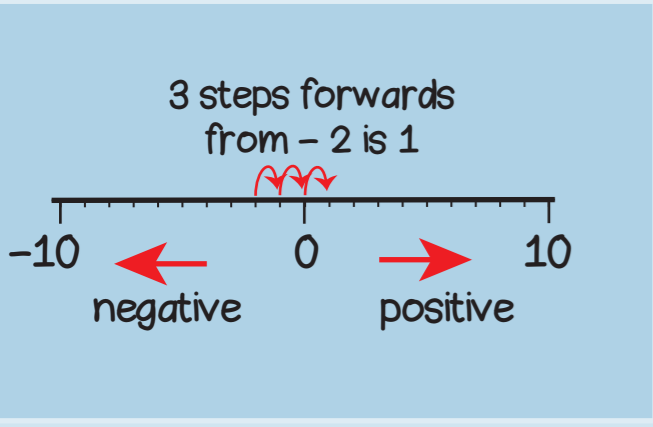
*5 or more - round up
4 or less - round down*

Round to the nearest tenth.

6.5|3 → 6.5

6.5   6.6

Round to the nearest whole number

6.|53 → 7

6   7

100,000 less   **100,000 more**

224,100   324,100   424,100

200,000   300,000   400,000   500,000

*5 or more - round up
4 or less - round down*

3 steps forwards from − 2 is 1

−10   0   10
negative   positive

Round to the nearest ten thousand

65,727 → 70,000

60,000   70,000

Round to the nearest hundred thousand
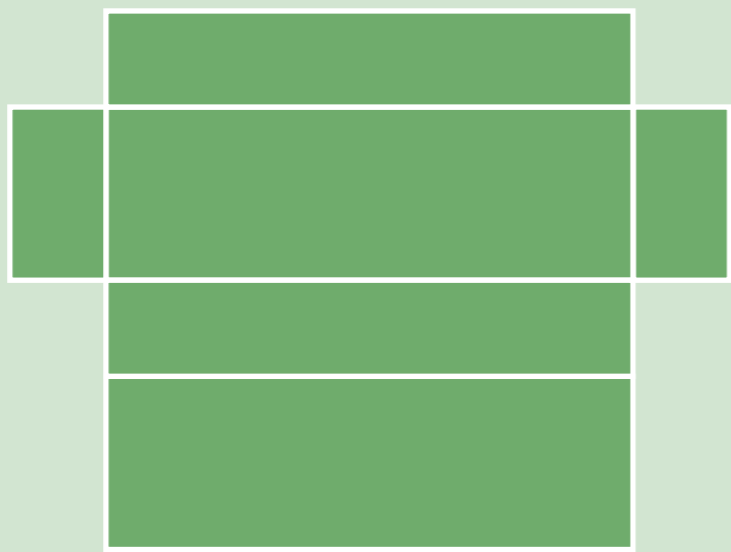
643,278 → 600,000
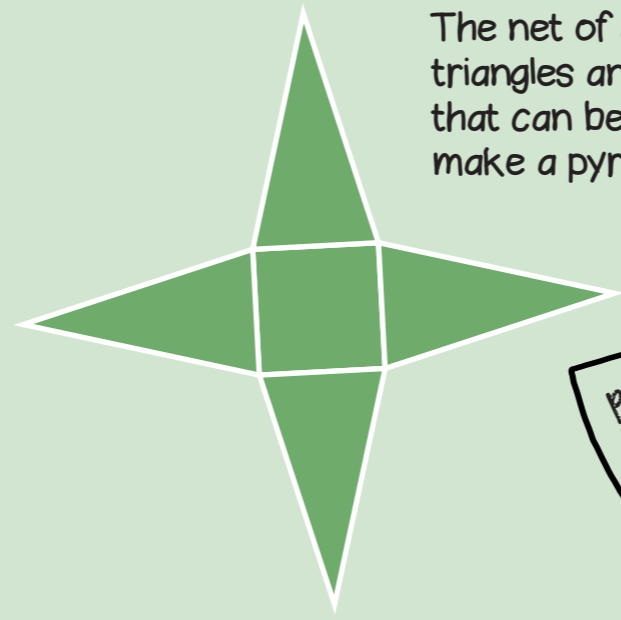
600,000   700,000

Year 5 Term 1

The net of a cube has 6 squares that fold to make a cube.
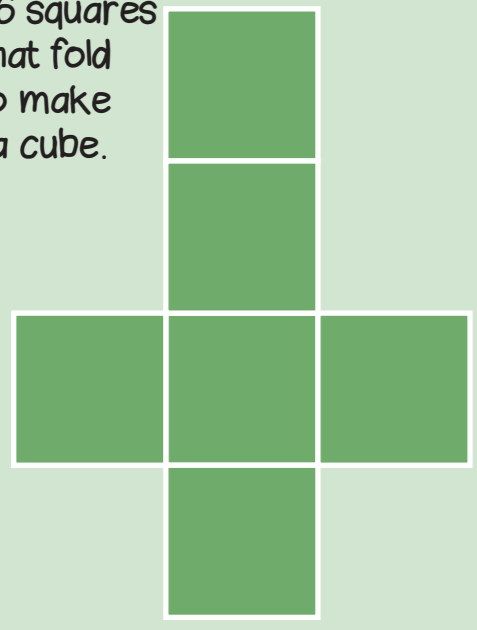
The net of a cuboid has 6 rectangles that fold to make a cuboid.

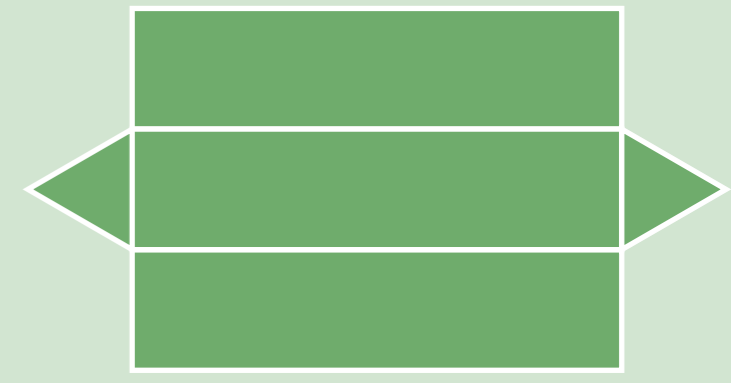The net of a pyramid has triangles and a polygon that can be folded to make a pyramid.

The net of a prism has rectangles and two identical polygons that can be folded to make a prism.

prism pyramid net polygon

Year 5 Term 2

Multiplying and dividing by 10, 100 and 1000

M	HTh	TTh	Th	100s	10s	1s	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
						1	3	6		
				1	3	6				
			1	3	6	0	0			
					2	4	7			
					2	4		7		
						0	2	4	7	

Each digit is ten times greater.

Each digit is ten times smaller.

millions
digit
round
multiple
positive
negative

13.6 x 10
move digits 1 column left
13.6 x 1000
move digits 3 columns left

24.7 ÷ 10
move digits 1 column right
24.7 ÷ 100
move digits 2 columns right

Prime, composite, square, cube

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A prime number has exactly 2 factors: 2, 3, 5, 7, 11, 13, 17, 19…

A composite number has more than 2 factors: 4, 6, 8, 9, 10, 12…
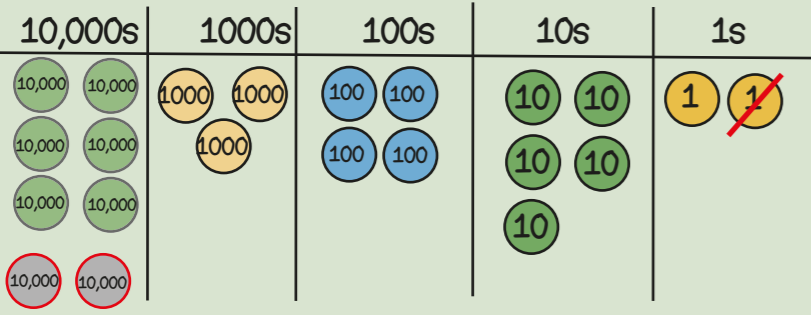
If I know… then I also know… because…

Factors of 15 = {1, 3, 5, 15}
Factors of 21 = {1, 3, 7, 21}
1 and 3 are common factors of 15 and 21

Multiples of 3 are 3, 6, 9, 12
Multiples of 4 are 4, 8, 12, 16
12 is a common multiple of 3 and 4
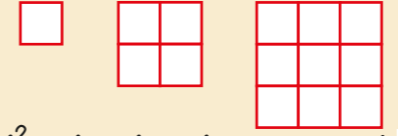
$1^2 = 1 \times 1 = 1$
$2^2 = 2 \times 2 = 4$
$3^2 = 3 \times 3 = 9$

A square number is the result of multiplying a number by itself.

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$

A cube number is the result of multiplying a whole number by itself, then by itself again.

prime
common
factor
multiple
multiplier
divisor

63,452 + 19,999 — Round then adjust

10,000s	1000s	100s	10s	1s

Add 20,000 then subtract 1

+20,000
−1
63,452   83,451   83,452
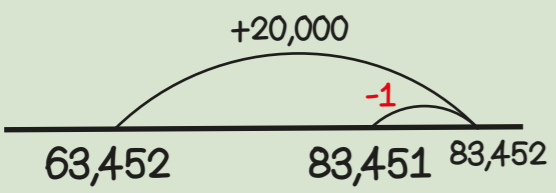
2.452 − 0.999 — Round then adjust

1s	.	$\frac{1}{10}$s	$\frac{1}{100}$s	$\frac{1}{1000}$s
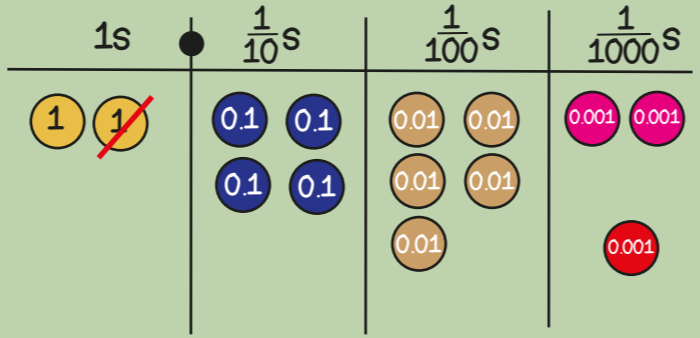
Take away 1 then add 1 thousandth

− 1
+0.001
1.452 1.453   2.452
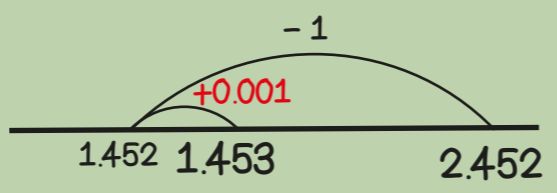
40,007 − 39,995 — Find the difference between two numbers

40,007
39,995   12

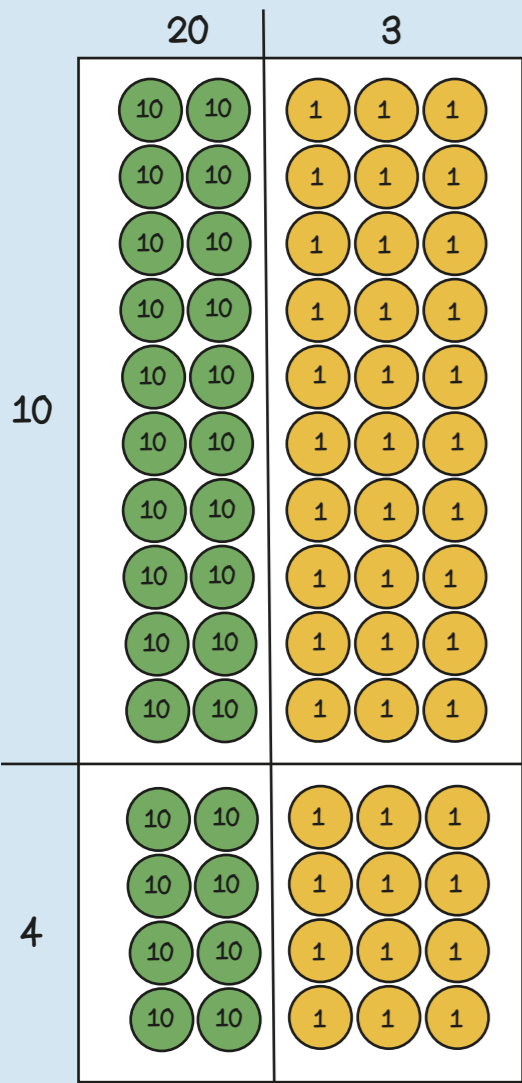Count on 5 from 39,995 to 40,000, then 7 more so the difference between them is 12

+5   +7
39,995   40,000   40,007

sum
total
subtract
difference
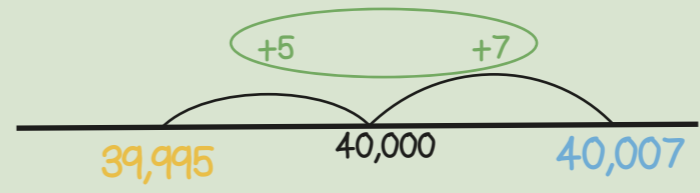
Written methods

$$\begin{array}{r} 25{,}648 \\ +\ 42{,}524 \\ \hline 68{,}172 \\ \hline \end{array}$$

$$\begin{array}{r} 45{,}748 \\ -\ 26{,}374 \\ \hline 19{,}374 \\ \hline \end{array}$$

$$\begin{array}{r} 25.648 \\ +\ 42.524 \\ \hline 68.172 \\ \hline \end{array}$$

$$\begin{array}{r} 45.748 \\ -\ 26.374 \\ \hline 19.374 \\ \hline \end{array}$$

Can Do maths

23 x 14

20   3

10

4

	20	3
10	200	30
4	80	12

$$\begin{array}{r} 2\ 3 \\ \times\ 1\ 4 \\ \hline 9\ 2 \\ 2\ 3\ 0 \\ \hline 3\ 2\ 2 \end{array}$$

When I multiply the multiplicand by the tens digit of the multiplier I put a zero in the ones column.

$$\begin{array}{r} 6\ 2\ 3 \\ \times\ 6\ 7 \\ \hline 4\ 3\ 6\ 1 \\ 3\ 7\ 3\ 8\ 0 \\ \hline 4\ 1\ 7\ 4\ 1 \end{array}$$

In my head?
With jottings?
Formal written method?

426 x 50 = 426 x 100 ÷ 2
= 42600 ÷ 2
= 21300

30 x 99 = 30 x 100 – 30 x 1
= 3000 – 30
= 2970

0.4 x 7 = ?
If I know 4 x 7 = 28
then I also know that 0.4 x 7 = 2.8
because it is ten times smaller.

2.4 x 3 = ?
If I know 24 x 3 = 72
then I also know 2.4 x 3 = 7.2
because it is ten times smaller.

$$\begin{array}{r} 2\ 4 \\ \times\ \ 3 \\ \hline 7\ 2 \end{array}$$

9423 ÷ 3

$$3\overline{)9\,4\,{}^12\,3} = 3141$$

1000s	100s	10s	1s

divisor
dividend
quotient
remainder
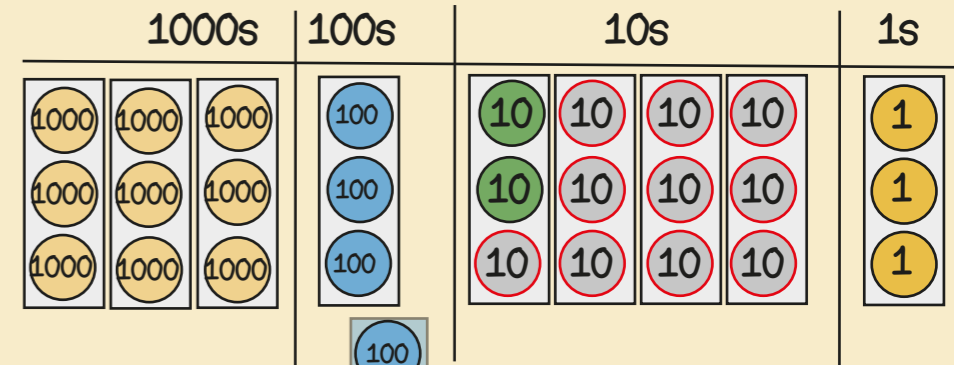
If I know…
then I also know…
because…

1	6
2	12
4	24
5	30
8	48
10	60

$$6\overline{)3\,{}^34\,{}^33\,7} = 0576\ r\ 1$$

Year 5 Term 3

Congruent shapes are exactly the same shape and size.
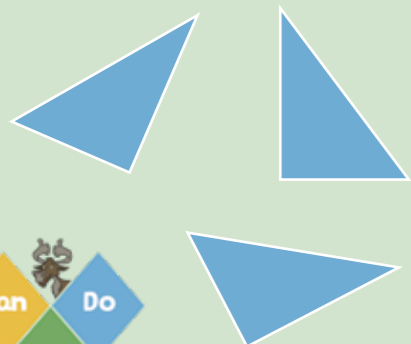
Translate the triangle
3 squares left and
2 squares down.

congruent
object
image
reflect
translate
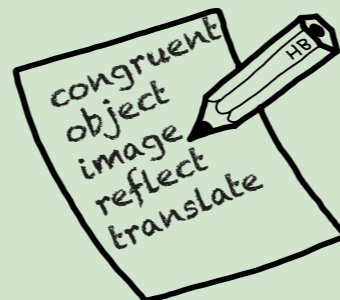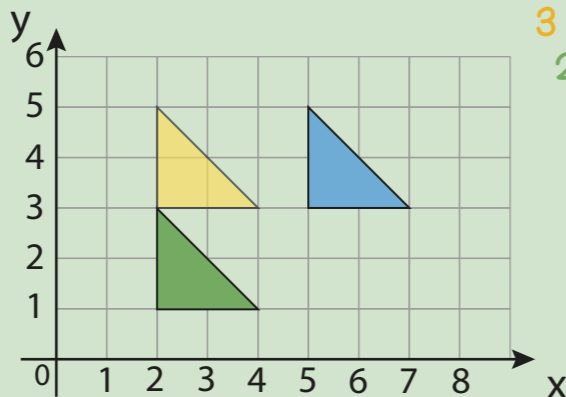
Reflect the triangle
in the horizontal line.
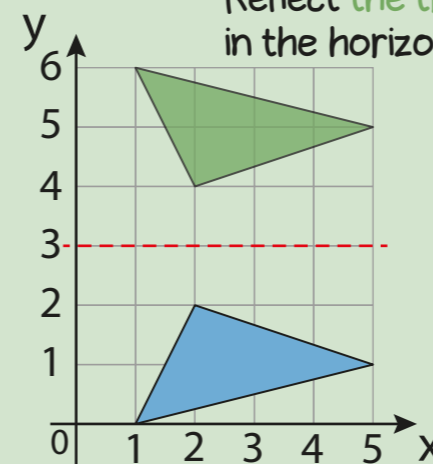
The image is the same distance from the mirror line as the object.

Reflect the triangle
in the vertical line.

Can Do Maths

Year 5 Term 4
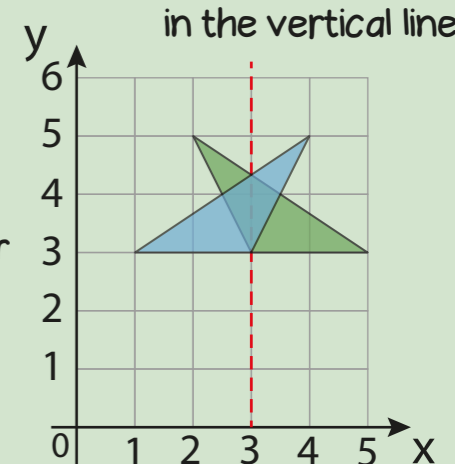
Use equivalence to compare
$$\frac{5}{8} \quad \frac{3}{4} \quad \frac{1}{2}$$
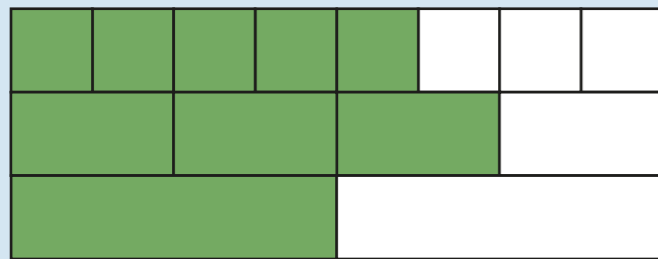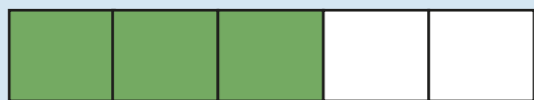
$$\frac{3}{4} = \frac{6}{8}$$
$$\frac{1}{2} = \frac{4}{8}$$

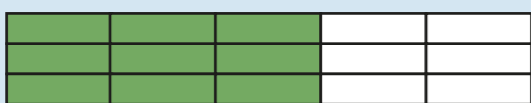$$\frac{1}{2} < \frac{3}{4} < \frac{5}{8}$$

$$\frac{3}{5}$$

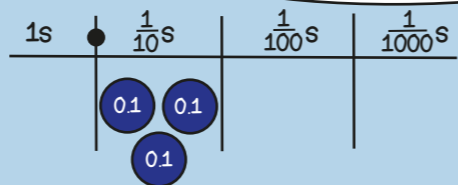If there are 2 times as many equal parts, then there are 2 times as many shaded parts
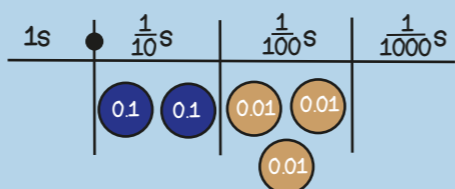
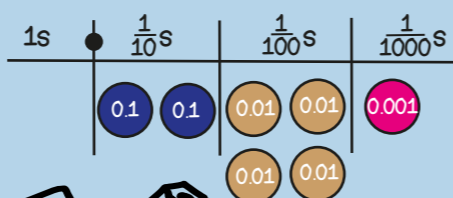$$\frac{3}{5} = \frac{6}{10}$$
$$\frac{3}{5} = \frac{9}{15}$$

Decimals as fractions

| 1s | . | $\frac{1}{10}$s | $\frac{1}{100}$s | $\frac{1}{1000}$s |

$$0.3 = \frac{3}{10}$$

$$0.23 = \frac{23}{100}$$

$$0.241 = \frac{241}{1000}$$

$$\frac{10}{100} = \frac{1}{10}$$

denominator, numerator, equivalence, thousandths, percentage
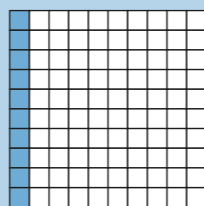
Percentage, decimal, fraction equivalence
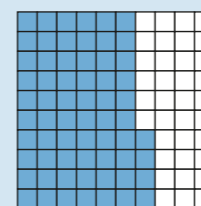
$$\frac{64}{100} = 0.64 = 64\%$$
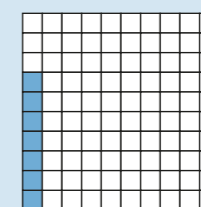
$$\frac{7}{100} = 0.07 = 7\%$$
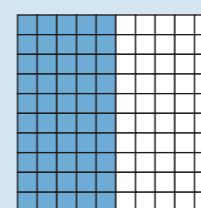
$$\frac{1}{2} = \frac{50}{100} = 0.5 = 50\%$$
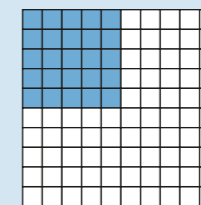
$$\frac{1}{4} = \frac{25}{100} = 0.25 = 25\%$$
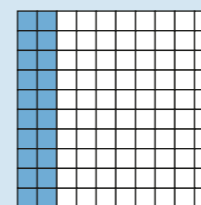
$$\frac{1}{5} = \frac{20}{100} = 0.2 = 20\%$$

If I know $\frac{1}{5} = 20\%$ then I also know... because...

Converting units by multiplying and dividing by 10, 100 and 1000

M	HTh	TTh	Th	100s	10s	1s	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					1	3	.	6		
				1	3	6				
			1	3	6	0		0		
						1	.	3	6	
						0	.	1	3	6

Ten times greater

Ten times smaller

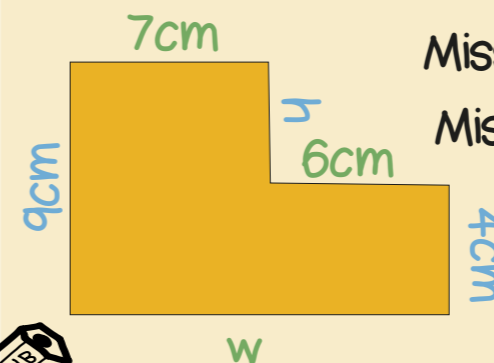13.6 x 10 — move digits 1 place left
13.6 x 1000 — move digits 3 places left

13.6 ÷ 10 — move digits 1 place right
13.6 ÷ 100 — move digits 2 places right
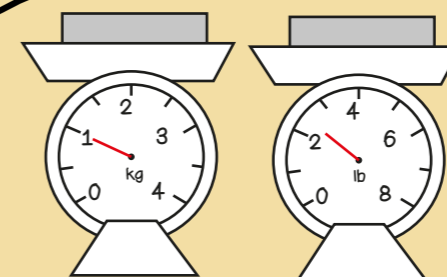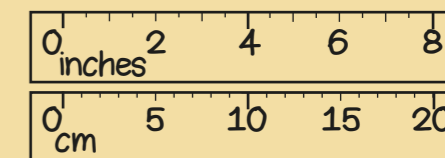
imperial, metric, convert, perimeter, rectilinear

1m = 100 cm
13.6 x 100 = 1360
so 13.6m = 1360cm

1cm = 10 mm
13.6 x 10 = 136
so 13.6cm = 136mm

1km = 1000 m
13.6 x 1000 = 13600
so 13.6km = 13,600m

When converting from a larger unit to a smaller unit, multiply because there will be more of them.

1l = 1000 ml
13600 ÷ 1000 = 13.6
so 13,600ml = 13.6litres

1kg = 1000 g
1360 ÷ 1000 = 1.36
so 1360g = 1.36kg

Perimeter / rectilinear

Missing width = w = 7 + 6 = 13cm
Missing height = h = 9 − 4 = 5cm

7cm, h, 6cm, 9cm, 4cm, w

Perimeter
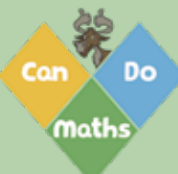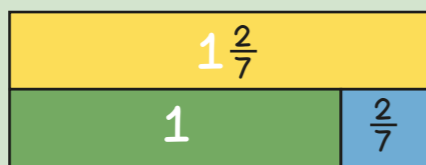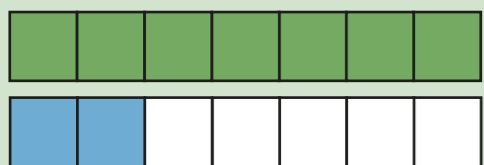= 9 + 7 + h + 6 + 4 + w
= 44cm

2.5cm = approximately 1 inch

1kg = approximately 2 pounds

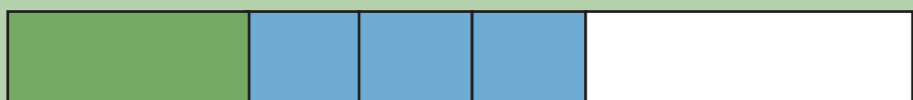1 litre = approximately 2 pints

Year 5 Term 5

Panel 1 (top left):

$\frac{9}{7} = 1\frac{2}{7}$

One and two sevenths is the whole
One is a part
Two sevenths is a part

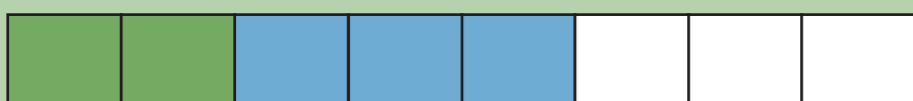$1\frac{2}{7}$

1 $\frac{2}{7}$

Panel 2 (middle left):

$\frac{1}{4} + \frac{3}{8} =$

I can't describe the sum!.

$\frac{1}{4} = \frac{2}{8}$ Find a common denominator.

$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$ I can add fractions with the same denominator.

Panel 3 (bottom left):

$2\frac{5}{9} + \frac{2}{3} =$

Add the fractions by finding a common denominator.

$\frac{2}{3} = \frac{6}{9}$

$2\frac{5}{9} + \frac{6}{9} = 2\frac{11}{9}$

$= 3\frac{2}{9}$

Panel 4 (top middle):

$\frac{3}{5} - \frac{3}{10} =$

How can I subtract $\frac{3}{10}$?

$\frac{3}{5} = \frac{6}{10}$ Find a common denominator.

$\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$ I can subtract fractions with the same denominator.

Panel 5 (bottom middle):

$1\frac{6}{7} - \frac{4}{7} =$ I can subtract fractions with the same denominator.

$1\frac{6}{7} - \frac{4}{7} = 1\frac{2}{7}$

Panel 6 (top right):

$\frac{1}{5} \times 3 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

$= \frac{3}{5}$

$\frac{1}{5}$ $\frac{1}{5}$ $\frac{1}{5}$

0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ 1
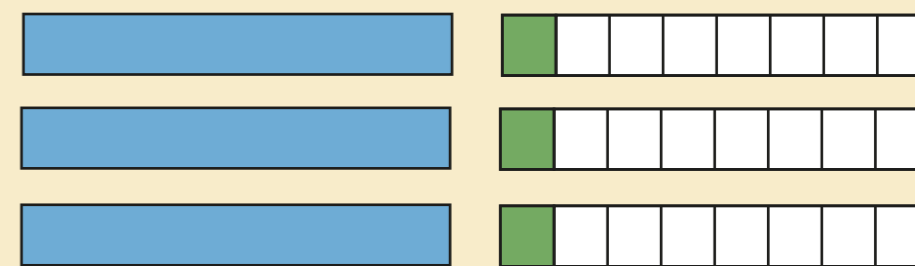
$1\frac{1}{8} \times 3 =$
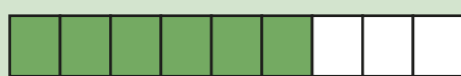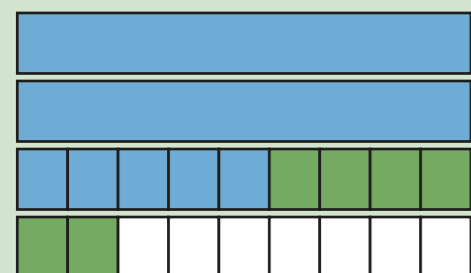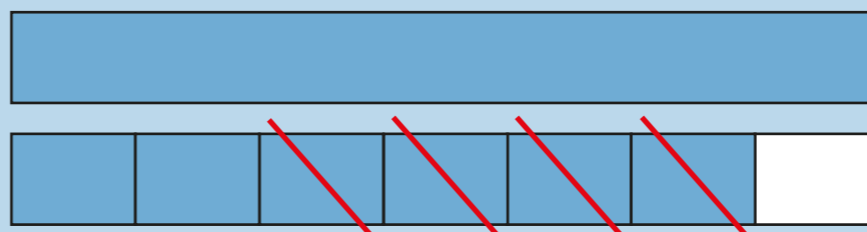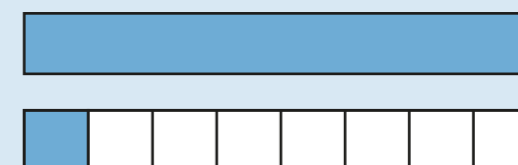
1×3 $+$ $\frac{1}{8} \times 3$

3 $+$ $\frac{3}{8}$

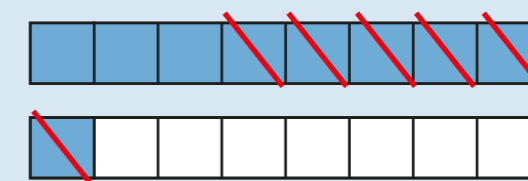$1\frac{1}{8} \times 3 = 3\frac{3}{8}$

Panel 7 (bottom right):

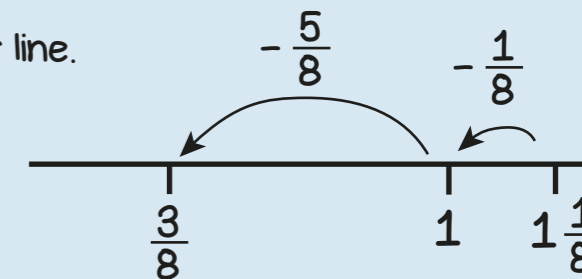$1\frac{1}{8} - \frac{3}{4} =$ How can I subtract $\frac{3}{4}$?
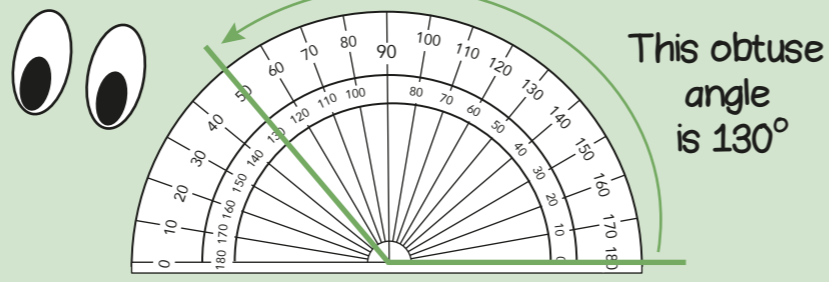
$\frac{3}{4} = \frac{6}{8}$ Find a common denominator.

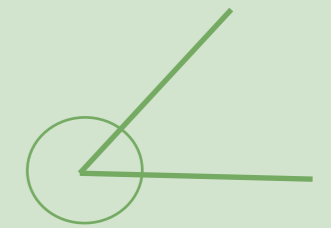$1\frac{1}{8} - \frac{6}{8} = \frac{3}{8}$

Or on a number line.

$-\frac{5}{8}$ $-\frac{1}{8}$

$\frac{3}{8}$ 1 $1\frac{1}{8}$

This acute angle is 50°
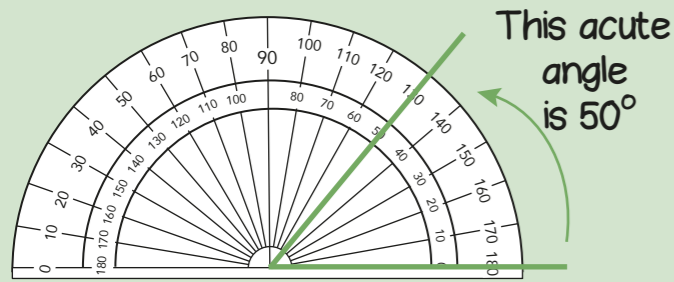
An acute angle is less than 90°

This obtuse angle is 130°
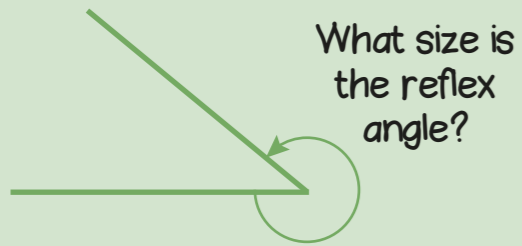
An obtuse angle is more than 90° and less than 180°

The sum of the angles at a point on a straight line is 180°

The sum of the angles at a point is 360°

What size is the reflex angle?
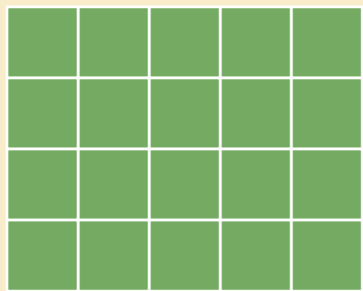
A reflex angle is more than 180° and less than 360°

The acute angle is 40°

The reflex angle is 360° − 40° = 320°

protractor
acute
obtuse
reflex
degrees
regular

Regular polygons have all sides equal and all angles equal

Year 5 Term 6

5cm

A R E A

4cm
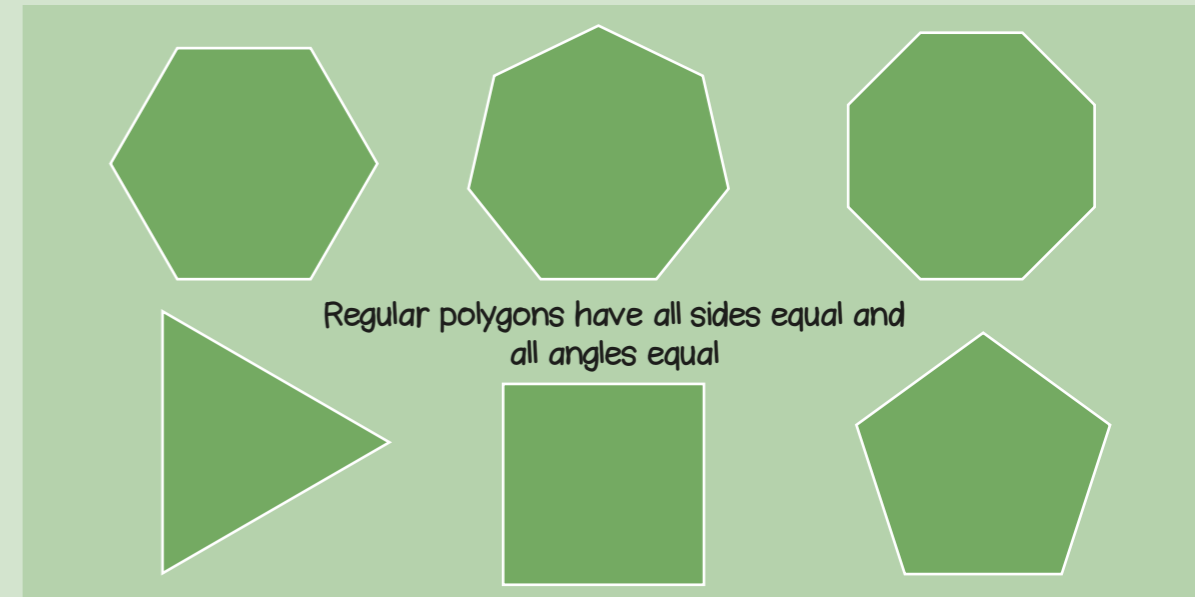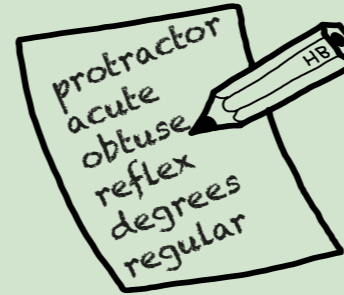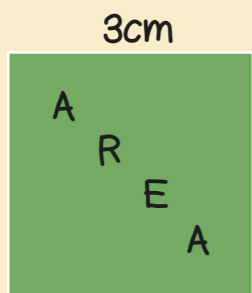
4 rows of 5 = 20 squares
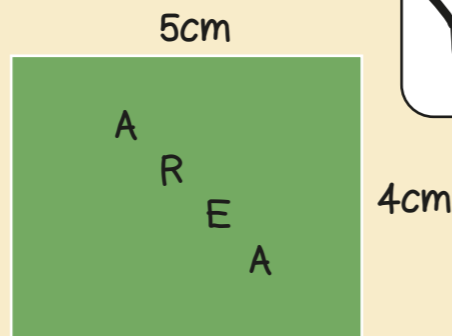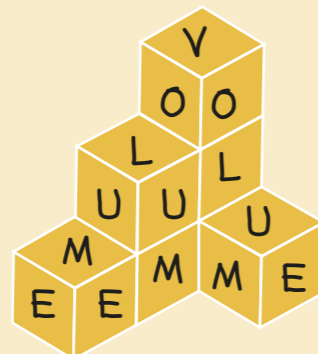
Area of rectangle = length x width
= 5 x 4
= 20cm²

The area of a shape is the amount of space inside a shape

3cm

A R E A
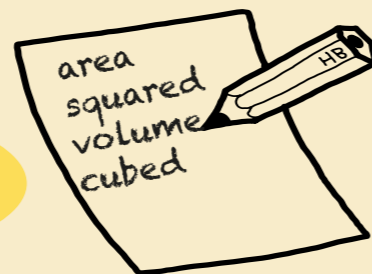
Area of the square = 3²
= 3 x 3
= 9 cm²

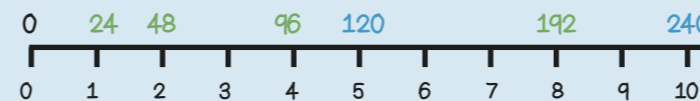Volume is the amount of space a 3D shape takes up

area
squared
volume
cubed

V O O L U L U M M E E

The volume is 7 cubes or 7cm³

seconds
minutes
hours
days
weeks

60 seconds = 1 minute
so 240 seconds = 4 minutes

0	60	120	240	300			480		600
0	1	2	3	4	5	6	7	8	9	10
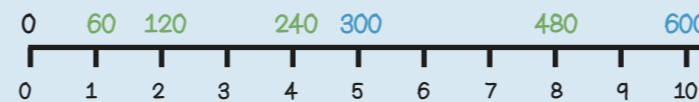
60 minutes = 1 hour
so 240 minutes = 4 hours

24 hours = 1 day
so 120 hours = 5 days

0	24	48	96	120		192			240
0	1	2	3	4	5	6	7	8	9	10

7 days = 1 week
35 days = 5 weeks

÷ 7

days   weeks

7	1
35	5

x 5   x 5

÷ 7
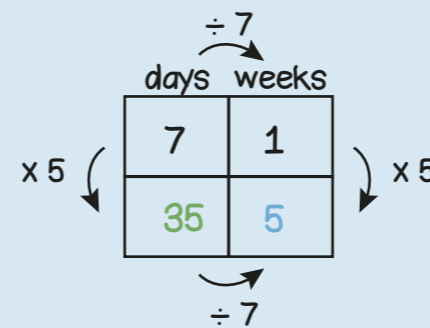
Bus timetable

Ashley	09:30	11:50	16:15
Barton	10:10	12:30	17:00
Calford	10:52	13:12	17:44
Digley	11:08	13:28	18:02

The 11:50 bus from Ashley takes 1 hour and 22 minutes to reach Calford

distance travelled in km

bar chart
graph
axes
scale
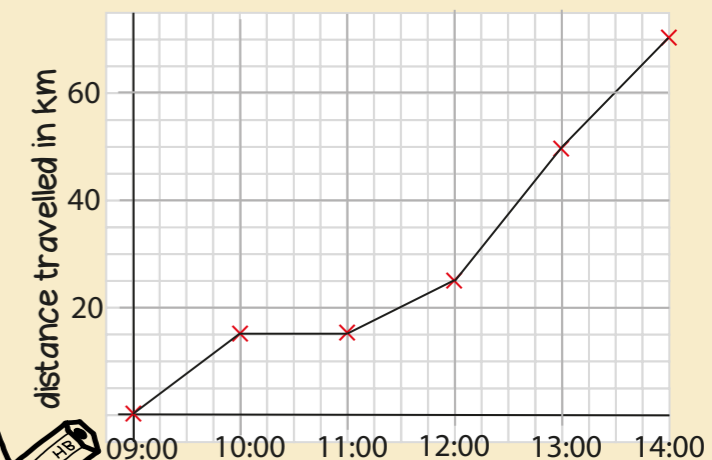
From 11a.m. to 1p.m. they travelled 35km