St John Baptist School Maths Ladder Year 5

Times Tables	Addition	Subtraction	Properties of Number	Problem solving
11) * I can **recall quickly all the multiplication and division facts for tables up to 12 x 12** and can use them confidently in larger calculations.	19) * I can add **numbers above 1000 in different contexts** using **formal column addition.**	18) * I can **subtract large numbers** using **formal column subtraction.**	5) * I can **identify multiples and factors** Note: *including finding all factor pairs of a number and common factors of two numbers.*	23) * I can use **rounding to check answers** to calculations and determine, in the context of a problem, levels of accuracy.
Multiplication	20) I can use **rounding to estimate and check answers** to calculations.	19) I can **use rounding to check answers** to calculations.	6) I **know and use the vocabulary of prime numbers**, prime factor and composite (non-prime) numbers.	24) * I can **solve addition and subtraction multi-step problems** in context, explaining which operations to use and why.
16) I can use a **formal vertical method to multiply HTU, THHTU and whole numbers with up to 2 decimal places** by single digit numbers.	21) * I can **add whole numbers and decimals** with different numbers of decimal places using column addition.	20) *I can **subtract whole numbers and decimals** with different numbers of decimal places using column subtraction.	7) I can **work out if a number up to 100 is a prime number** and have **quick recall of all the prime numbers to 19.**	25) I can solve **division problems by interpreting remainders** in context and adjusting the answer appropriately.
17) I can use **related facts to multiply multiples of 10 and 100** e.g. 2 x 3 = 6 20 x 30 = 600	22) * I can add numbers mentally using increasingly large numbers e.g. (12 462 + 2300 = 14 62)	21) *I can subtract numbers mentally using increasingly large numbers (e.g. 12 462 – 2300 = 10 162)	8) I can **recognise and describe linear number sequences** including those involving fractions and decimals and find the term to term rule e.g. add half.	26) * I can **solve problems involving multiplication and division** including scaling by simple fractions.
18) I can **multiply TU x TU** using the formal column or grid method.	**Fractions**	**Place Value**	9) * I can **recognise squared and cubed** numbers and use the correct notation (symbols to represent these).	27) * I can **solve multi step problems involving a combination of any of the 4 operations.**
19) *I can **multiply 3 digit or 4 digit numbers by 2 digit numbers** using **formal column method.**	19) I can **recognise and convert improper fractions to mixed numbers fractions.**	26) * I can **read write order and compare numbers to 1 000 000 (1 million)** and determine the value of each digit	**Decimals**	
20) * I multiply **whole numbers (and numbers with two decimal places) by 10, 100 and 1000.**	20) I can add and subtract fractions with the same denominators that are multiples of the same number.	27) I **can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.**	10) I can read and write decimal numbers as fractions e.g. 0.71 = 71/100	28) I can **use all 4 operations to solve equivalence statements** e.g. 5 x ☐ = 18 + 12
	21) * I can **compare and order fractions where denominators are all multiples of the same number** e.g. 2/3 and 7/9	28) * I can **count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.**	11) I can **compare and order decimals with up to two decimal places.**	29) * I can **investigate a problem involving place value and properties of number, and present my investigation in a clear and organised way.**

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Division	Fractions (continued)	Place Value (continued)	Decimals (continued)	Problem solving (continued)
11) **I can divide 4 digit and 3 digit numbers by one digit using short division.**	22) I can **recognise and write the equivalent fractions (and fraction families) of a given fraction.**	29) I can read **Roman numerals to 1000 and recognise years.**	12) I can **round decimals (with 2 decimal places) to the nearest whole number or the nearest tenth.**	30) * I can **use all four operations to solve problems involving measure (with length, mass, volume and money) using decimal notation and scaling).**
12) I can **divide numbers mentally, drawing upon known number facts** e.g. 21 ÷ 7 = 3 so 2100 ÷ 3 = 300	23) I can find **fractions of amounts, objects and shapes and write true or false statements relating to fraction amounts.**	30) * I can interpret **negative numbers in a real life context and read whole numbers from -1000 to 1000, counting on and back through 0.**	13) I can **recognise and use thousandths** and relate them to tenths and hundredths.	**Perimeter and Area**
13) * I can **solve 2 step word problems involving division including with remainders** and round the answer appropriately (up or down) depending on the context.	24) I can **multiply proper fractions and mixed numbers by a whole number** using diagrams and objects to explain my reasoning.	31) I can **find the difference between two positive and negative numbers.**	14) * I can **read, write order and compare decimal numbers that have 1,2 or 3 decimal places.**	5) * I can **measure and calculate the perimeter of shapes that need to be partitioned into rectangles** (compound shapes) in cm and m.
14) I can **represent a remainder as a fraction or decimal.** e.g. 76 ÷ 6 = 12 r3 = 12 3/6 = 12 ½ = 12.5	**Shape**	**Time**	**Measures**	6) * I can **measure and calculate the area of shapes that need to be divided into rectangles** (compound shapes) in cm² and m².
	18) I can find missing lengths and angles in rectangles using my knowledge of related facts	19) I can **solve problems which involve converting between units of time.** e.g. expressing the answer as days and weeks.	19) * I can **convert between different units of measure** using my understanding of times and divide by 10, 100 and 1000	7) I can **estimate the area of irregular shapes.**
15) I can divide **whole numbers (and numbers with 2 decimal places) by 10, 100 and 1000.**	19) I can calculate missing angles on a straight line (180º) or at a point (360º) or within a right angle (90º).	20) * I can **solve problems involving time including reading simple timetables or time charts.**	20) I can **use all 4 operations to solve problems involving length, mass, capacity and scaling up or down.**	8) I **can calculate and compare the area of rectangles** using cm² and m² including from scale drawings.
Statistics	20) I can **identify 3D shapes from 2D representations.**		21) I can **estimate volume and capacity** and explore these concepts using practical materials.	9) * I can **find unknown lengths on compound shapes using my understanding of perimeter and area.**
15) I can complete, read and interpret information in tables, including timetables.	21) * I can **identify regular and irregular shapes using my knowledge of length of sides and angles.**		22) I can **understand and use approximate equivalences between metric units and common imperial units** (Inches, pounds, pints)	**Ratio and Proportion**
16) * I can complete, read and interpret information presented in tables and other graphical representations.	22) * I can **draw and measure given angles in degrees.**		**Position and Direction**	1) * I can recall and use equivalence between fractions, decimals and % to solve problems e.g.10% of £5.00 or 50% of a team.
17) I can solve comparison, sum and difference problems using information presented in line graphs.	23) I can use **the properties of rectangles, triangles and circles to deduce related facts and find missing lengths and angles.**		9) I can identify, describe and draw the position of a shape on a grid after a translation.	2) * I can **recognise and understand % as part of 100 and write a % as a fraction and a decimal.**
	24) I can **identify and compare acute, obtuse and reflex angles.**		10) * I can **identify, describe and represent the position of a shape following a reflection or a translation. I can explain if the shape has changed or not.**	3) I can solve problems which require knowing percentage and decimal equivalents of a half, a quarter, a fifth, two fifths and fractions with a denominator of a multiple of 10 or 25.