Year 5 Maths I can statements

Name of child:	
Number **Number and Place Value**	
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 round any number up to 1,000,000 to the nearest 10,100,1000,10,000 and 100,000.	
I can solve number problems and practical problems that involve all of the above.	
I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
Number **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.	
Number **Multiplication and Division**	
I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	
I can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
I can establish whether a number up to 100 is prime and recall prime numbers up to 19.	
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 their 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.	

Number
Fractions

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.	
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 ($\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$.	
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 (0.71 = ($\frac{71}{100}$).	
I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	
I can round decimals with two decimal places to the nearest whole number and to one decimal place.	
I can read, write, order and compare numbers with up to 3 decimal places.	
I can solve problems involving number up to 3 decimal places.	
I can recognise the percent symbol (%) and understand that percent 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ 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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes.	
I can estimate volume (using blocks to build cuboids) and capacity (using water).	
I can solve problems involving converting between units of time.	
I can use all four operations to solve problems involving measure (length, mass, volume, money) using decimal notation, including scaling.	
Geometry **Properties of Shapes**	
I can identify 3-D shapes, including cubes and other cuboids. From 2-D representations.	
I can use the properties of rectangles to deduce related facts and find the missing lengths and angles.	
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
I can know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	
I can draw given angles, and measure them in degrees (°).	
I can identify angles at a point and one whole turn (total 360°).	
I can identify angles at a point on a straight line and half a turn (180°).	
I can identify other multiples of 90°.	
Position and Direction	
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.	