**Curriculum prioritisation in primary maths 2020/21**  
Evaluation document: Current Year 5 pupils

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|  |  | **Year 4 ready-to-progress criteria** | **Chris Quigley**  **Milestone 2** | **Notes on provision, and priority for teaching** |  | **Year 5 ready-to-progress criteria** | **Chris Quigley**  **Milestone 3** | **Notes on provision, and priority for teaching** |
| **Number and Place Value** |  | **4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) |  |  | **5NPV–1** Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. | Read, write, order and compare numbers with up to three decimal places. (2 decimal places in Year 5) |  |
|  | **4NPV–2** Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) |  |  | **5NPV–2** Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. | Read numbers up to 10 000 000. (100,000 in Year 5)  Write numbers up to 10 000 000 (100,000 in Year 5) |  |
|  | **4NPV–3** Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. | Find 1000 more or less than a given number.  Round any number to the nearest 10, 100 or 1000.  Order and compare numbers beyond 1000. |  |  | **5NPV–3** Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. | Order and compare numbers up to 10 000 000. (100,000 in Year 5)  Determine the value of each digit in any number.  Round any whole number to a required degree of accuracy. |  |
|  | **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. | Identify, represent and estimate numbers using different representations. |  |  | **5NPV–4** Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |
|  |  |  |  |  | **5NPV–5** Convert between units of measure, including using common decimals and fractions. | Convert between different units of metric measure. |  |
| **Number Facts** |  | **4NF**–1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number. | Recall multiplication and division facts for multiplication tables up to 12 × 12.  (Focus on 3, 6, 7, 9 in particular at Year 4 and recap Year 3 facts) |  |  | **5NF–1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. | **Consolidation of Milestone 2** |  |
|  | **4NF**–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. | Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). |  |  | **5NF–2** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |
|  | **4NF**–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). | Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |  |  |  |  |  |
| **Multiplication and Division** |  | **4MD–1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. |  |  | **5MD–1** Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.  (10 & 100 in year 5) |  |
|  | **4MD–2** Manipulate multiplication and division equations and understand and apply the commutative property of multiplication. | Recognise and use factor pairs and commutativity in mental calculations. |  |  | **5MD–2** Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. | Identify common factors, common multiples and prime numbers.  Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. |  |
|  | **4MD–3** Understand and apply the distributive property of multiplication. | Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). |  |  | **5MD–3** Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. | Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.  (one digit at Year 5) |  |
|  |  |  |  |  | **5MD–4** Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context. | Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.(one digit at Year 5) |  |
| **Fractions** |  | **4F–1** Reason about the location of mixed numbers in the linear number system. | Recognise and show, using diagrams, families of common equivalent fractions.   Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. |  |  | **5F–1** Find non-unit fractions of quantities. |  |  |
|  | **4F–2** Convert mixed numbers to improper fractions and vice versa. | Recognise and show, using diagrams, families of common equivalent fractions.   Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. |  |  | **5F–2** Find equivalent fractions and understand that they have the same value and the same position in the linear number system. | Compare and order fractions whose denominators are all multiples of the same number.  Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. |  |
|  | **4F–3** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. | Add and subtract fractions with the same denominator. |  |  | **5F–3** Recall decimal fraction equivalents for , , and and for multiples of these proper fractions. | Read and write decimal numbers as fractions.  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |  |