

Year 5 – Key Targets

Counting	<ul style="list-style-type: none">• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Place Value	<ul style="list-style-type: none">• read, write, order and compare numbers up to 1 000 000 and determine the value of each digit• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Addition & Subtraction	<ul style="list-style-type: none">• add and subtract numbers mentally with increasingly large numbers• add and subtract whole numbers with more than 4 digits, including using formal written methods
Multiplication & Division	<ul style="list-style-type: none">• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers• know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers• establish whether a number up to 100 is prime and recall prime numbers up to 19• 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• 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
Time	<ul style="list-style-type: none">• solve problems involving converting between units of time (seconds, minutes, hours)

Time tables

Learning time tables is one of the core skills of Mathematics. By Year 5, children should have learnt all their time tables up to **12 x 12**. To support this, you can let children use the Time Table Rockstar's app/website for which children all have a login. Teachers are also able to use this website to remotely monitor how children are getting on with their time tables work. There are links to a number of websites which can be found on the learning links section of our websites which contains games and activities that the children can complete. Statistically, children find the following calculations the hardest so it is very useful for children to practise these as much as possible.

6 x 6	6 x 7	6 x 8	6 x 9	6 x 12
7 x 8	7 x 9	7 x 12		
8 x 9	8 x 12			
12 x 12				