



YEAR 5 MATHS EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 5
Annotate/make jottings to support understanding.
Multiply and divide by 10 and 100 and know its effect.
Round any whole number to the nearest 10, 100 or 1000.
Count backwards through 0 to include negative numbers.
Use formal methods for the four operations.
Identify factor pairs within times tables.
Know conversion factors for measurement (e.g. 1000g = 1kg).
Read, write and convert time between analogue & digital 12 hour clocks.
Find perimeter and area of simple rectilinear shapes by counting.
Know the properties of regular polygons including different types of angles.
Describe positions in the first quadrant.
Working at expected standard for Year 5
Read, write, order and compare numbers to at least 1,000,000.
Count forwards and backwards using steps that are powers of 10.
Count forwards and backwards through 0.
Round number to the nearest powers of ten and use to estimate.
Use formal methods to solve problems involving the four operations.
Find common factors of two numbers.
Find prime numbers up to 100 and recall to 19.
Multiply and divide decimals and whole numbers by 10, 100 and 1000.
Compare and order fractions where denominators are related.
Convert between equivalent fractions, mixed numbers & improper fractions.
Find equivalent fractions, decimals and percentages.
Convert different units of measurements, including time.

Calculate perimeter and area of compound shapes.
Identify 3D shapes from 2D representations.
Estimate, compare, draw and measure angles.
Distinguish between regular & irregular polygons based on their properties.
Recognise and use reflection and translation within the first quadrant.
Complete, read and interpret tables, including timetables.
Working at greater depth within Year 5
Demonstrate an understanding of place value, including large numbers and decimals.
Round any number to a required degree of accuracy.
Use formal methods to solve multi-step problems.
Identify common factors, multiples and prime numbers.
Calculate to solve problems using fractions, decimals or percentages.
Calculate with measures, involving conversions (metric & imperial).
Compare and classify geometric shapes based on their properties.
Describe positions on the first quadrant using reflection and translation.
Use charts and graphs to interpret data.

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- Have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.