P5 Benchmarks: Numeracy and Maths

Numeracy

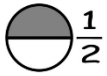
Counting 

- I can identify, write and read numbers up to 10,000.
- I can count forwards and backwards in 1s, 10s, 50s, 100s, 500s and 1,000s from different starting points within 10,000.
- I can confidently order numbers to 10,000.
- I can count forwards and backwards in negative numbers and I can place negative numbers on a number line.

Calculations 

- Within 10,000, I can round numbers to the nearest 10, 100 and 1000 and I can use this skill to estimate the answer to a calculation.
- I can partition 4-digit numbers and identify the value of a digit within a number (e.g. **5**,234 = 5000).
- I can confidently add 1-, 2- and 3-digit numbers using mental strategies.
- Using a range of different strategies, I can add and subtract 4-digit numbers through ten (e.g. 345 + 267 = 612)
- I can add and subtract multiples of tens, hundreds and thousands to/from 4-digit numbers, including crossing a ten (e.g. 4,452 – 400 = 4,052).
- I can remember my 2s, 3s, 4s, 5s, and 10s timestables and related division facts (e.g. 4 x 5 = 20 so 20 ÷ 4 = 5 and 20 ÷ 5 = 4).
- I am starting to skip count in 6s, 7s, 8s and 9s and I am using this to develop my timestables knowledge.

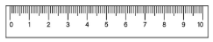
Maths

Fractions 

- I can use my timestables and division to knowledge to find fractions of an amount (e.g. 2/3 of 15 = 10).
- Using my knowledge of a fraction's *numerator* and *denominator,* I can order a range of fractions on a number line.
- I can use my knowledge of division to find a half, third, quarter, fifth and tenth of a number (e.g. 9 ÷ 3 = 3 so a third of 9 = 3).
- Using physical materials, I am starting to find equivalent fractions.

Time 

- On analogue and digital clocks, I can tell the time in 5-minute intervals.
- I can convert hours into minutes (e.g. 1.5 hours = 90 minutes)
- I am consolidating my awareness of the 24-hour digital clock.
- I can confidently interpret 12-hour timetables.
- Using timetables and calendars, I can calculate how much time has passed.

Measurement 

- Using a range of equipment, I can estimate and measure the size of an object in **mm**, **cm** and **metres;** the capacity of an object in **ml** and **litres;** and weight of something in **grams** and **kgs**.
- I can confidently convert different units of measurement (e.g. 125cm = 1.25m; 500g = ½ kg)

- I am starting to use my knowledge of counting in 6, 7, 8 and 9s to solve division calculations (e.g. 36 ÷ 6 = 9).
- I understand what is meant by a *squared* number and I can recall number facts up to $10^2 = 100$.
- I can multiply 1-digit numbers by 10, 100 and 1000 (e.g 4 x 1000 = 4000)
- I can divide 4-digit numbers by 10, 100 and 1000 (e.g 4000 ÷ 10 = 400)
- I can use my timestables knowledge to help me to solve calculations such as 60 ÷ 20 = 3.
- I can complete division calculations which have remainders (e.g. 27 ÷ 5 = 5 r 2).
- I can solve multi-step multiplication and division calculations.
- I can identify multiples of numbers (e.g. 5 is a multiple of 15).
- I can find missing numbers in calculations and I can use two-step function machines to solve calculations.

Money 

- I am building my understanding of the decimal point to show the value of money (e.g 1p = £0.01, $\frac{1}{100}$).
- I can confidently add and subtract within £10, including finding the total of multiple items (e.g. 75p + 87p + 27p = ?)

- I can find the perimeter of a shape and I can draw shapes of given perimeters.

Patterns 

- I can continue a number pattern and create my own number pattern, using my multiplication and division strategies and my knowledge of squared numbers.

Shape 

- I can identify and describe parallel lines.
- I can identify, name and classify regular and irregular 2D shapes using the language of sides, vertices and angles.
- I can identify a cube, cuboid, cone or cylinder from it's net.

Directions 

- I can use the 8 compass points to give and follow directions.
- I can use grid references and coordinates to find items on a map.

Angles and symmetry 

- I can understand and identify *obtuse*, *acute*, *right* and *straight* angles and identify if they are half or quarter turns.
- I can estimate the size of an angle and I can check using a protractor.
- I can identify and draw lines of symmetry on 2D shapes.

Information Handling 

- I can identify the x and y axis on a graph, including for grid references and coordinates.
- I can interpret and compare different graphs and answer questions about them.
- I can confidently use language to describe probability and create a simple experiment to test ideas of probability.