**Mathematics Curriculum Progression of Skills Assessment Grids**

**Note initials of children WB, WT, EXP and GD.**

**Year 5**

Use Assessment Questions from the Ready-to-Progress Criteria Non-Statutory Guidance (DfE, 2020).

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| Strand | Ready-to-progress Criteria | Working Below | Working towards | EXP | Greater Depth |
| Number and Place Value (NPV) | 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. |  |  |  |  |
| 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 nonstandard partitioning. |  |  |  |  |
| 5NPV–3 Reason about the location of any number with up to 2 decimals 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. |  |  |  |  |
| 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 |  |  |  |  |
| 5NPV–5 Convert between units of measure, including using common decimals and fractions. |  |  |  |  |
| Number Facts (NF) | 5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. |  |  |  |  |
| 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth), for example: |  |  |  |  |
| Multiplication and Division (MD) | 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. |  |  |  |  |
| 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 |  |  |  |  |
| 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. |  |  |  |  |
| 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. |  |  |  |  |
| Fractions (F) | 5F–1 Find non-unit fractions of quantities. |  |  |  |  |
| 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. |  |  |  |  |
| 5F–3 Recall decimal fraction equivalents for ½ , ¼ , 1/5 and 1/10, and for multiples of these proper fractions. |  |  |  |  |
| Geometry (G) | 5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. |  |  |  |  |
| 5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units. |  |  |  |  |

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| **Attitude To Learning** | **Note initials of children’s attitude to Learning** |
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