Year 5

Year 5 Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
NUMBER **Number and place value** Pupils should be taught to: • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • 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 • round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	**NUMBER** **Number and place value** Pupils identify the place value in large whole numbers. They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far. They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule. They should recognise and describe linear number sequences (for example, 3, $3\frac{1}{2}$, 4, $4\frac{1}{2}$ ...), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add $\frac{1}{2}$).
Number: Addition and subtraction Pupils should be taught to: • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	**Addition and subtraction** Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1). They practise mental calculations with increasingly large numbers to aid fluency (for example, 12,462 – 2300 = 10,162).