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| Year 5ES | End of year expectations for mental calculations | End of year expectations for written methods and problem solving | Written strategies/ recordings/methods/images | Vocabulary& Links |
| * Add numbers mentally with increasingly large numbers, e.g. 12 462 + 2300 = 14 762
* Mentally add tenths, and 1-digit numbers and tenths
* Add decimals, including a mix of whole numbers and decimals, decimals with different numbers of places, and complements of 1 (e.g. 0.83 + 0.17 = 1)

Children use representation of choiceRefer back to pictorial and physical representations when needed.Common mental calculation strategies:Partitioning and recombiningDoubles and near doublesUse number pairs to 10 and 100Adding near multiples of ten and adjustingUsing patterns of similar calculationsUsing known number factsBridging though ten, hundred, tenthComplementary addition | * Add whole numbers with more than four digits, using the formal written (column) method
* Add three digit numbers using column method and then move onto 4 digits.
* Include decimal addition for money
* Add fractions with the same denominator and denominators that are multiples of the same number

 * Become fluent through a variety of increasingly complex problems by

adding fractions that exceed 1 as a mixed number | Partitioning and recombining 1  5 625 m + 1 048m 6 673m 1  £ 56.25 + £ 10.48 £ 66.73 | * Solve problems involving up to three decimal numbers.
* Solve addition and subtraction multi step problems in context, deciding which operations and methods to use and why
* Use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation,
* Calculate the perimeter of composite rectilinear squares in centimetres and metres
* Use angle sum facts and other properties to make deductions about missing angles
* Solve comparison, sun and difference problems using information presented in a line graph
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