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| Year 5  ES | 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 choice  Refer back to pictorial and physical representations when needed.  Common mental calculation strategies:  Partitioning and recombining  Doubles and near doubles  Use number pairs to 10 and 100  Adding near multiples of ten and adjusting  Using patterns of similar calculations  Using known number facts  Bridging though ten, hundred, tenth  Complementary 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 |