

Ellingham C of E Primary School Year 5 Assessment Expectations Mathematics: Measurement		
End of Term 1	End of Term 2	End of Term 3
Measurement:		
I continue to use read and write standard metric units and their abbreviations, developing fluency in their relationships. I can suggest and use suitable units and equipment for measuring and reading scales to an appropriate degree of accuracy.		I continue to use read and write standard metric units and their abbreviations, developing fluency in their relationships. I suggest and use suitable units and equipment for measuring and reading scales to an appropriate degree of accuracy.
I continue to convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) using knowledge of place value and multiplication/ division	I convert fluently between different units of metric measure in a wide range of contexts (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) using knowledge of place value and multiplication/division.	
	I am starting to understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
I am starting to estimate volume (e.g. using 1 cm ³ blocks to build cubes / cuboids) and capacity (e.g. using water).	I estimate volume (e.g. using 1 cm ³ blocks to build cubes and cuboids) and capacity (e.g. using water).	I am starting to calculate volume of cuboids and cubes.
I continue to measure and calculate the perimeter of rectilinear shapes in centimetres and metres.	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	I can confidently measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
I consolidate finding the area of rectilinear shapes by counting squares or by using multiplication. For rectangles, I start to use the formula, length x breadth = area, expressed in words.	I calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes. For rectangles, I use the formula, length x breadth = area, expressed in words or symbols.	I use the relations of perimeter or area to find unknown lengths, missing measures questions such as these can be expressed algebraically e.g. $4 + 2b = 20$ for a rectangle of sides 2cm and bcm and perimeter 20cm. I calculate area from scale drawings using given measurements.
	Continues to measure temperature to solve problems in this context.	
Continue to read the time, interpret simple timetables and use units of time, including to solve problems involving converting between units of time.	Continue to read the time, interpret more complex timetables and use units of time, including to solve problems involving converting between units of time.	Continue to read the time, interpret more complex timetables and use units of time, including to solve more complex problems involving converting between units of time.
Problem Solving:		
I use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	I continue to measure temperature to solve problems in this context.	I use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.