| Ellingham C of E Primary School Year 5 Assessment Expectations Mathematics: Fractions |  |  |
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| End of Term 1 | End of Term 2 | End of Term 3 |
| Number: Fractions, Decimals and Percentages |  |  |
| I continue to develop understanding of fractions as numbers, measures and operators by finding, fractions of numbers and quantities. | I continue to develop understanding of fractions as numbers, measures and operators by finding a wider range of fractions of numbers and quantities. | I confidently develop understanding of fractions as numbers, measures and operators in a wider range of contexts. |
| I continue to count in steps of fractions including bridging through zero, e.g. on a number line. I compare and order familiar fractions. | I compare and order fractions whose denominators are all multiples of the same number. | I can explain how to compare and order fractions whose denominators are all multiples of the same number. |
| I continue to recognise and show, using diagrams, families of common equivalent fractions. | I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. | I can identify, name and write equivalent fractions represented visually, including tenths and hundredths. I use my own representations to explain equivalence. |
| I connect equivalent fractions $>1$ that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and I am starting to move from these to improper and mixed fractions. | I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements $>1$ as a mixed number (e.g. $2 / 5+4 / 5=6 / 5=11 / 5)$. | I recognise mixed numbers and improper fractions and confidently convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $2 / 5+4 / 5=6 / 5=11 / 5$ ). |
| I continue to add and subtract fractions with the same denominator practising through increasingly complex problems beyond one whole. | I add and subtract fractions with the same denominator and with denominators that are multiples of the same number extending to calculations that exceed 1 as a mixed number. | I add and subtract a wider range of fractions with the same denominator and with denominators that are multiples of the same number extending to calculations that exceed 1 as a mixed number. |
| I am starting to multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. | I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. I can connect multiplication by a fraction to using fractions as operators (fractions of) and to division. | I can multiply a wider range of proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. I can connect and explain multiplication by a fraction to using fractions as operators (fractions of) and to division. Relates to scaling by fractions, |
| I continue to recognise and write decimal equivalents of any number of tenths or hundredths. I continue to recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$, | I read and write decimal numbers as fractions (e.g. $0.71=71 / 100$ ). I am starting to recognise and use thousandths and relate them to tenths, hundredths, decimal equivalents and measures. | I recognise and use thousandths and relate them to tenths, hundredths, decimal equivalents and measures. |
| I continue to compare and order numbers and quantities with the same number of decimal places up to two decimal places. | I can read, write, order and compare numbers with up to three decimal places. | I confidently read, write, order and compare numbers with up to three decimal places in a wider range of contexts. |
| I continue to round decimals with one decimal place to the nearest whole number. | I round decimals with two decimal places to the nearest whole number and to one decimal place. | I round decimals with two decimal places to the nearest whole number and to one decimal place and I am starting to understand the reasons for rounding. |
| I am starting to recognise the per cent symbol (\%) and understand that per cent relates to "number of parts per hundred", | I recognise the per cent symbol (\%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 and as a decimal. | I recognise the per cent symbol (\%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 and as a decimal. I understand the value of percentages for comparing proportions. |
| Problem Solving: |  |  |
| I continue to understand decimals and fractions are different ways of expressing proportions using familiar numbers and applies in arrange of problems. | I solve problems which require knowing percentage and decimal equivalents of $1 / 2,1 / 4,1 / 5,2 / 5,4 / 5$ and those with a denominator of a multiple of 10 or 25 in a range of contexts. <br> I solve problems with numbers to three decimal places. | I solve more complex problems which require knowing percentage and decimal equivalents of $1 / 2,1 / 4,1 / 5$, $2 / 5,4 / 5$ and those with a denominator of a multiple of 10 or 25 in a wide range of contexts. I solve more complex problems with numbers to three decimal places. |

