Ellingham C of E Primary School Year 5 Assessment Expectations Mathematics: Fractions		
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. 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.