

Year Five Inspire Objective Target Sheet

UNIT ONE: WHOLE NUMBERS (1)

1. Count on in ten thousands to 1 hundred thousand and on in hundred thousands to 1 million
2. State that 10 ten thousands = 1 hundred thousand and that 10 hundred thousands = 1 million
3. Translate place value models of numbers up to ten million to numerals and words
4. Read and write 6- and 7-digit numbers up to 10 million in numerals and words
5. Identify the value and place of each digit in 6- and 7-digit numbers
6. Represent a number as the sum of the values of each digit number
7. State which number is greater or smaller comparing digits from the left
8. Arrange a set of numbers in order
9. Identify the pattern in a number sequence
10. Round numbers to the nearest thousand
11. Recognise and use the approximation symbol and mark the rough position on a number line
12. Use rounding to estimate answers in addition, subtraction, multiplication and division

UNIT TWO: WHOLE NUMBERS (2)

13. Multiply a whole number by 10, 100, 1000 by (i) moving digits (ii) adding zeros
14. Multiply numbers up to 4 digits by tens, hundreds and thousands
15. Divide a number by 10, 100, 1000 by (i) moving digits (ii) dropping zeros
16. Divide numbers up to 6 digits by tens, hundreds or thousands
17. State the order of operations in a number sentence with two or three operations (inc. brackets)
18. Solve multi-step word problems
19. Use different methods to solve problems (bar models, lists, guess and check etc.)

UNIT THREE: FRACTIONS (1)

20. Identify and differentiate between like and unlike fractions
21. List the multiples of the denominators of two unlike fractions and find the LCM from the list
22. Add and subtract two unlike fractions using the method above
23. Draw a model to show equivalent fractions in the subtraction of unlike fractions
24. Associate fractions with division
25. Use conversion of improper fractions to mixed numbers to express division as a mixed number
26. Use long division to express an improper fraction as a mixed number
27. Convert proper fractions, improper fractions and mixed numbers by (i) changing the denominators to 10, 100 or 1000 (ii) long division
28. Add two mixed numbers with or without regrouping

UNIT FOUR: FRACTIONS (2)

29. Use concrete representations to conceptualise the meaning of multiplying two proper fractions
30. Explore and compare the product of two whole numbers and the product of two proper fractions
31. Solve two-step word problems involving fractions
32. Use concrete representations to conceptualise the meaning of multiplying an improper fraction by another improper or proper fraction
33. Conceptualise the meaning of multiplying a mixed number by a whole number
34. Solve 2-step word problems involving multiplication of a whole number and a mixed number
35. Understand the meaning of dividing a fraction by a whole number
36. Use different methods to divide a fraction by a whole number
37. Solve 2-step word problems with the use of multiplication and division of fractions

UNIT FIVE: AREA OF A TRIANGLE

38. Be able to identify the base and corresponding height of a triangle
39. State that the area of a triangle is half that of its related rectangle
40. State and find the area of a triangle in terms of its base and height

UNIT SIX: RATIO

41. Understand the concept of ratio as a way to show sizes of two quantities

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| 42. | Understand that a given ratio does not indicate the actual sizes |
| 43. | Draw models to represent ratio |
| 44. | Solve word problems involving ratio |
| 45. | Express equivalent ratio given two quantities |
| 46. | Write a given ratio $x:y$ in its simplest form |
| 47. | Find the missing numbers in equivalent ratios |
| 48. | Use ratio to show the relative size of three quantities |
| 49. | Express equivalent ratios given three quantities |
| 50. | Write a given ratio $x:y:z$ in its simplest form |
| UNIT SEVEN: DECIMALS | |
| 51. | Convert tenths, hundredths and thousandths to fractions or mixed numbers |
| 52. | Multiply a decimal up to 3d.p. by 10, 100 and 1000 by moving digits |
| 53. | Multiply a decimal up to 3d.p. by tens, hundreds and thousands |
| 54. | Solve multi-step word problems involving decimals |
| UNIT EIGHT: MEASUREMENTS | |
| 55. | Convert measurements of length, mass and volume (i) metres to centimetres (ii) kilometres to metres (iii) kilograms to grams (iv) litres to millilitres and vice versa |
| UNIT NINE: MEAN (AVERAGE) | |
| 56. | Interpret mean as the total amount divided by the number of items in a group |
| 57. | Find the mean number of a group and the total amount given the mean and number of items in a list |
| 58. | Solve up to 3-step word problems involving mean |
| UNIT TEN: PERCENTAGE | |
| 59. | Understand the concept of percentage as another way of comparing two numbers |
| 60. | Express a part of a whole as a percentage |
| 61. | Express a decimal as a percentage |
| 62. | Express a percentage as a fraction and a decimal |
| 63. | Express a fraction as a percentage by converting the denominator to 100 |
| 64. | Find the value of a percentage of a whole |
| 65. | Solve up to 2-step word problems involving percentages |
| UNIT ELEVEN: ANGLES | |
| 66. | Identify and name angles on a straight line |
| 67. | Recognise that the sum of angles on a straight line is 180° and sum of angles at a point is 360° |
| 68. | Find unknown angles on a straight line and at a point |
| 69. | Identify and name angles at a point |
| 70. | Recognise and name vertically opposite angles |
| 71. | Find unknown angles using the property of vertically opposite angles |
| UNIT TWELVE: PROPERTIES OF TRIANGLES AND FOUR-SIDED SHAPES | |
| 72. | Recognise that the sum of angles in a triangle is 180° |
| 73. | Find unknown angles in a triangle |
| 74. | Define a right angled triangle |
| 75. | Find unknown angles using the properties of a right angled triangle |
| 76. | Define an isosceles triangle |
| 77. | Find unknown angles using the properties of an isosceles triangle |
| 78. | Define an equilateral triangle and find unknown angles using the properties of an equilateral triangle |
| 79. | Define a parallelogram and find unknown angles using the properties of a parallelogram |
| 80. | Define a rhombus and find unknown angles using the properties of a rhombus |
| 81. | Define a trapezium and find unknown angles using the properties of a trapezium |
| UNIT THIRTEEN: GEOMETRICAL CONSTRUCTION | |
| 82. | Draw a triangle, given two angles and the side adjacent to the given angles |
| 83. | Draw a triangle, given two sides and an included angle |
| 84. | Draw a square, given one side |

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| 85. | Draw a rectangle, given its length and width |
| 86. | Draw a rhombus, given one side and one angle |
| 87. | Draw a parallelogram, given two adjacent sides and the included angle |
| 88. | Draw a trapezium with the parallel sides indicated |
| UNIT FOURTEEN: VOLUME OF CUBES AND CUBOIDS | |
| 89. | Build solids with unit cubes and count the number of cubes in a solid |
| 90. | Draw a cube or cuboid, and complete partially drawn cubes on isometric paper |
| 91. | Complete a partially drawn cube and cuboid on isometric paper |
| 92. | State that the volume of an object is the amount of space it occupies |
| 93. | State which object has a greater/smaller volume |
| 94. | Find the volume of a solid in cubic units and state the volume of a cuboid is Length x Width x Height |
| 95. | Find the volume of a cube and cuboid |
| 96. | Recognise that 1 litre is equal to 1000cm ³ and Find the volume of liquid in a rectangular container |
| 97. | Solve word problems involving volume of solids/liquids |