



Year 5 Mathematics – Autumn Term 2026



Number Place Value	Number Addition and Subtraction	Number Multiplication and division	Number Fractions
Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.	Add and subtract numbers mentally with increasingly large numbers.	<u>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</u>	Compare and order fractions whose denominators are multiples of the same number.
Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	<u>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</u>	<u>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</u>
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number.
Solve number problems and practical problems that involve all of the above.	Solve addition and subtraction multi-step problems in contexts, <u>deciding which operations and methods to use and why.</u>	Establish whether a number up to 100 is prime and recall prime numbers up to 19	Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.		Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)	
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.			

Children should engage with appropriate number and practical problems throughout each topic. Statements underlined have been identified as 'ready to progress' objectives: key concepts which are essential building blocks for the next steps in learning. These objectives must be embedded across the year so that children are fluent. Resources to support teaching of these specific objectives can be found here:

[Maths Guidance KS1/ KS2](#)

[NCETM progress criteria](#)