Maths Curriculum Overview 2025-2026
Year 5

Term 1							
	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)
National Curriculum Strand	**Number and Place Value**				**Number-addition and subtraction & Assessment (Week 7)**		
National Curriculum Objectives	- Read, write, order and compare numbers to at least 1,000,000 (and *up to 3 decimal places*) and determine the value of each digit - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 - Round any number up to 1,000,000 (*including decimals with 2 decimal places to the nearest whole number and to 1 decimal place*) to the nearest 10, 100, 1,000, 10,000 and 100,000 - Solve number problems and practical problems that involve all of the above - Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals *Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents*				- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - Add and subtract numbers mentally with increasingly large numbers - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		
Ready to Progress Criteria	No direct RtP for whole number PV (decimal focus) 5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1; know corresponding facts for hundredths 5NPV-2 **Recognise the place value of each digit in numbers** with up to 2 decimal places, and compose/decompose numbers with up to 2 decimal places 5NPV-3 **Reason about the location of any number** with up to 2 decimal places in the linear number system (including rounding) 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with those equal parts				(Year 5 RtP focuses mainly on broader number & fluency connections – teachers use the RtP tables for number facts and place value alongside AS strand)		

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White Rose Small Steps - Focus Steps	Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 **Step 4 Numbers to 1,000,000** Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 **Step 7 10/100/1,000/10,000/100,000 more or less** **Step 8 Partition numbers to 1,000,000** **Step 9 Number line to 1,000,000** Step 10 Compare and order numbers to 100,000 **Step 11 Compare and order numbers to 1,000,000** Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 **Step 14 Round within 1,000,000**	Step 1 Mental strategies **Step 2 Add whole numbers with more than four digits** **Step 3 Subtract whole numbers with more than four digits** Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers
Previous Year Revisit		
Requires Further Consolidation		

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Term 2								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Subtraction continued	Multiplication and division A (wk 2: 3.11 - wk 4: 21.11)			Multiplication and division B		Geometry Position & Direction & Assessment (Wk 7)	
National Curriculum Objectives	See Term 1	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Multiply and divide whole numbers [and those involving decimals] by 10, 100 and 1,000 • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates			• Multiply numbers up to four digits by a one- or two-digit number using formal written methods, including long multiplication for two-digit numbers • Divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately • Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates		• Identify, describe and represent the position of a shape following a reflection or translation, using appropriate language • Describe positions on the first quadrant of a coordinate grid	
Ready to Progress Criteria		5NF-1 Secure fluency in multiplication table facts and corresponding division facts			5MD-3 Multiply any whole number up to 4 digits by a one-digit number			

		5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling by 1/10 or 1/100) 5MD-1 Multiply and divide numbers by 10 and 100; understand this as scaling 5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples 5MD-3 Use formal written methods to multiply any whole number up to 4 digits by a one-digit number; and related short division	using a formal written method 5MD-4 Divide numbers up to 4 digits by a one-digit number using formal written methods, interpreting remainders	
White Rose Small Steps - Focus Steps		**Step 1 Multiples** **Step 2 Common multiples** **Step 3 Factors** **Step 4 Common factors** Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers **Step 8 Multiply by 10, 100 and 1,000** **Step 9 Divide by 10, 100 and 1,000** **Step 10 Multiples of 10, 100 and 1,000**	Step 1 Multiply by 10, 100 and 1,000 (recap) Step 2 Divide by 10, 100 and 1,000 (recap) **Step 3 Multiply numbers up to 4 digits by a one-digit number (formal method)** Step 4 Multiply 2-digit numbers (area model leading to long multiplication) Step 5 Multiply up to a 4-digit number by a 2-digit number **Step 6 Divide up to a 4-digit number by a 1-digit number (short division)** **Step 7 Divide with remainders** Step 8 Solve problems using multiplication and division	Step 1 Position in the first quadrant (reading and plotting coordinates) Step 2 Reflection (across x or y axis, within first quadrant) Step 3 Translation (using coordinates to describe movement)
Previous Year Revisit				
Requires Further Consolidation				

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Term 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
National Curriculum Strand	Multiplication and division	Fractions A				Fractions A & Assessment Week
National Curriculum Objectives	Complete division - see Term 2	• Use common factors to simplify fractions; use common multiples to express fractions with the same denominator • Compare and order fractions, including fractions greater than • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams				
Ready to Progress Criteria		5F-2 Find equivalent fractions and understand they have the same value and position on the number line				
White Rose Small Steps - Focus Steps		**Step 1 Find fractions equivalent to a unit fraction** **Step 2 Find fractions equivalent to a non-unit fraction** **Step 3 Recognise equivalent fractions** Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions **Step 6 Compare fractions less than 1** **Step 7 Order fractions less than 1** **Step 8 Compare and order fractions greater than 1** Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Step 17 Subtract two mixed numbers				
Previous Year Revisit						

Requires Further Consolidation		

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Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)
National Curriculum Strand	**Measure Perimeter & area**		**Fractions B**		**Decimals & Percentages & Assessment Week**	
National Curriculum Objectives	- Measure and calculate perimeter of composite rectilinear shapes in centimetres and metres - Calculate and compare the area of rectangles (including squares) using standard units, square centimetres and square metres - Estimate the area of irregular shapes		- Add and subtract fractions with different denominators and mixed numbers - Multiply proper fractions and mixed numbers by whole numbers - Read and write decimal numbers as fractions - Recognise and use thousandths - Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place		- Read, write, order and compare numbers with up to 3 decimal places - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place - Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred" - Write percentages as a fraction with denominator 100 and as a decimal	
Ready to Progress Criteria	5G-1 Compare areas and calculate the area of rectangles		5F-1 Find non-unit fractions of quantities (apply to problems) 5F-2 Add and subtract fractions with denominators that are multiples of the same number		5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1; know corresponding facts for hundredths 5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose/decompose numbers with up to 2 decimal places 5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system (including rounding) 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with those equal parts 5F-3 Recall decimal fraction equivalents for 1/4, 1/2, 1/5 and 1/10 (and multiples)	

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White Rose Small Steps - Focus Steps	Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons **Step 4 Area of rectangles** Step 5 Area of compound shapes Step 6 Estimate area	Step 1 Multiply unit fractions by an integer Step 2 Multiply non-unit fractions by an integer Step 3 Multiply mixed numbers by integers **Step 4 Calculate fractions of a quantity** **Step 5 Fraction of an amount (reasoning and scaling)** Step 6 Use fractions as operators	**Step 1 Decimals up to 2 d.p.** **Step 2 Decimals as fractions** Step 3 Understanding thousandths Step 4 Thousandths as decimals **Step 5 Rounding decimals** **Step 6 Order and compare decimals** Step 7 Understand percentages Step 8 Percentages as fractions and decimals **Step 9 Equivalent fractions, decimals and percentages**
Previous Year Revisit			
Requires Further Consolidation			

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Term 5					
	Week 1	**Week 2**	**Week 3 (4 days)**	**Week 4**	**Week 5**
National Curriculum Strand	Decimals & Percentages continued	Geometry - Angles		Decimals & Assessment (Week 5)	
National Curriculum Objectives	• Read, write, order and compare numbers with up to 3 decimal places • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred" • Write percentages as a fraction with denominator 100 and as a decimal	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles • Draw given angles and measure them in degrees • Identify angles at a point and one whole turn, on a straight line and a turn, other multiples of 90° • Use the properties of rectangles to deduce related facts and find missing lengths and angles		• Read, write, order and compare numbers with up to three decimal places • Solve problems involving number up to three decimal places • Add and subtract numbers mentally with increasingly large numbers • Add and subtract whole numbers with more than 4 digits using formal written methods • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Use rounding to check answers and determine levels of accuracy • Solve addition and subtraction multi-step problems	
Ready to Progress Criteria	5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1; know corresponding facts for hundredths 5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose/decompose numbers with up to 2 decimal places 5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system	5G-2 Compare angles, estimate and measure them in degrees		5NPV-2 – recognise place value of digits in numbers with up to 2 decimal places. 5NPV-3 – reason about the location of decimals on the number line. 5AS-1 – use known facts to support calculations. 5AS-2 – use formal written methods for addition and subtraction. 5MD-1 – understand multiplicative relationships when multiplying/dividing by powers of 10.	

	(including rounding) 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with those equal parts 5F-3 Recall decimal equivalents for simple fractions		
White Rose Small Steps - Focus Steps	**Step 1 Decimals up to 2 d.p.** **Step 2 Decimals as fractions** Step 3 Understanding thousandths Step 4 Thousandths as decimals **Step 5 Rounding decimals** **Step 6 Order and compare decimals** Step 7 Understand percentages Step 8 Percentages as fractions and decimals **Step 9 Equivalent fractions, decimals and percentages**	**Step 1 Measuring angles in degrees** **Step 2 Measuring with a protractor** **Step 3 Drawing lines and angles accurately** Step 4 Calculating angles on a straight line Step 5 Calculating angles around a point Step 6 Calculating lengths and angles in shapes Step 7 Regular and irregular polygons Step 8 Reasoning about 3-D shapes	Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values
Previous Year Revisit			
Requires Further Consolidation			

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Term 6							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
National Curriculum Strand	**Measurement Converting units & Assessment (Week 3)**			**Statistics**		**Number - Negative numbers**	**Volume**
National Curriculum Objectives	• Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints			• Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables		• Use negative numbers in context, and calculate intervals across zero	• Estimate volume and capacity • Measure volume in cubes (cm³)
Ready to Progress Criteria	5NPV-5 Convert between units of measure using place value and equivalences						
White Rose Small Steps - Focus Steps	Step 1 Kilometres and metres Step 2 Millimetres and centimetres **Step 3 Millimetres, centimetres and metres** **Step 4 Kilograms and grams** Step 5 Kilograms and kilometres (contextual conversions) Step 6 Litres and millilitres			Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables		Step 1 First quadrant Step 2 Understanding negative numbers Step 3 Counting through zero Step 4 Negative numbers in context (temperature, money, elevations) Step 5 Calculate intervals across zero	Step 1 Estimate capacity Step 2 Estimate volume Step 3 Compare volume
Previous Year Revisit							
Requires Further Consolidation							