

# Year 5 maths non-negotiables

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

Use the digits in the column you are counting up or down in to help you.

+ 10  
14<sup>8</sup>7, 14<sup>9</sup>7, 15<sup>0</sup>7, 15<sup>1</sup>7, 15<sup>2</sup>7

+ 100  
3780, 3880, 3980, 4080, 4180

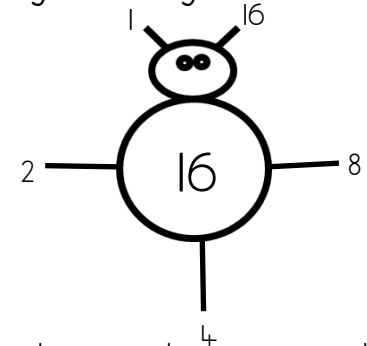
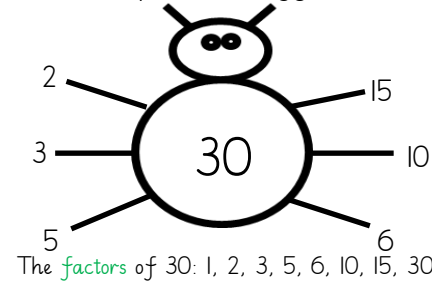
+ 1000  
28703, 29703, 30703, 31703

- 10  
91<sup>4</sup>, 90<sup>4</sup>, 89<sup>4</sup>, 88<sup>4</sup>, 87<sup>4</sup>

- 100  
2176, 2076, 1976, 1876, 1776

- 1000  
10628, 9628, 8628, 7628

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers



**Factor:** Factors are numbers we multiply together to make a given number.

**Multiples:** Multiples are the result of multiplying a given number by a whole number.

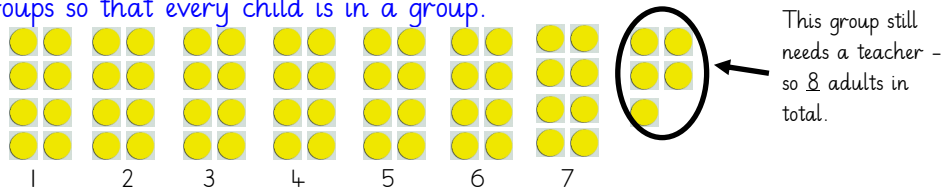
Multiples of 5: 0, 5, 10, 15, 20, 25, 30, ... 500, 505, 510, ... 4670, 4675, ... and so on!

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

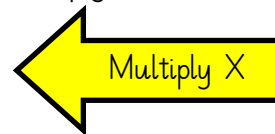
The 61 pupils in year 5 are going on a school trip. They will in groups of 8, with 1 adult with each group. How many groups will there be?

$61 \text{ children} \div 8 \text{ children per group} = 7 \text{ groups } r5 \text{ children}$

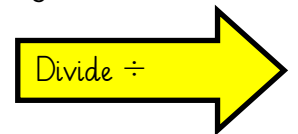
Because 5 children can't be in a group alone, we round 7 group up to 8 groups so that every child is in a group.



Multiply and divide whole numbers and decimals by 10, 100 and 1,000



10 = 1 jump  
100 = 2 jumps  
1,000 = 3 jumps



$34.10 \times 100 = \underline{\quad}$

1,000,000	100,000	10,000	1,000	100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					3	4	.	1	0	
					3	4	.	1	0	