



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Numbers and the number system	5Nn1 Count on and back in steps of constant size, extending beyond zero.
Numbers and the number system	5Nn2 Know what each digit represents in five- and six-digit numbers.
Numbers and the number system	5Nn3 Partition any number up to one million into thousands, hundreds, tens and units.
Numbers and the number system	5Nn4 Use decimal notation for tenths and hundredths and understand what each digit represents.
Numbers and the number system	5Nn5 Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect.
Numbers and the number system	5Nn6 Round four-digit numbers to the nearest 10, 100 or 1000.
Numbers and the number system	5Nn7 Round a number with one or two decimal places to the nearest whole number.
Numbers and the number system	5Nn8 Order and compare numbers up to a million using the > and < signs.
Numbers and the number system	5Nn9 Order and compare negative and positive numbers on a number line and temperature scale.
Numbers and the number system	5Nn10 Calculate a rise or fall in temperature.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Page, Exercise number)</i>	Notes
Unit 2 Number patterns and algebra	L5A, U2, p14, ex1-4; L5A, U2, p16, ex1-2	
Not covered		Large numbers are covered in Level 4, Unit 1.
Not covered		Large numbers are covered in Level 4, Unit 1.
Unit 1 Decimal numbers	L5A, U1, p4, ex1-2; L5A, U1, p6, ex1	
Unit 1 Decimal numbers	L5A, U1, p8, ex1-4	Pupils only go up to two-digit numbers here.
Not covered		Rounding large numbers is covered in Level 4, Unit 1.
Unit 1 Decimal numbers	L5A, U1, p12, ex1-5	
Not covered		Ordering large numbers is covered in Level 4, Unit 1.
Unit 2 Number patterns and algebra	L5A, U2, p16, ex1-4	
Unit 2 Number patterns and algebra	L5A, U2, p16, ex3	



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Numbers and the number system	5Nn11 Order numbers with one or two decimal places and compare using the > and < signs.
Numbers and the number system	5Nn12 Recognise and extend number sequences.
Numbers and the number system	5Nn13 Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.
Numbers and the number system	5Nn14 Make general statements about sums, differences and multiples of odd and even numbers.
Numbers and the number system	5Nn15 Recognise equivalence between: $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{4}{8}$; $\frac{1}{3}$ and $\frac{2}{6}$; $\frac{1}{5}$ and $\frac{2}{10}$.
Numbers and the number system	5Nn16 Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions, e.g. 0.6 is more than 50% and less than $\frac{7}{10}$.
Numbers and the number system	5Nn17 Change an improper fraction to a mixed number, e.g. $\frac{10}{7}$ to $1\frac{3}{7}$; order mixed numbers and place between whole numbers on a number line.
Numbers and the number system	5Nn18 Relate finding fractions to division and use to find simple fractions of quantities.
Numbers and the number system	5Nn19 Understand percentage as the number of parts in every 100 and find simple percentages of quantities.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Page, Exercise number)</i>	Notes
Unit 1 Decimal numbers	L5A, U1, p12, ex1-4	
Unit 2 Number patterns and algebra	L5A, U2, p14, ex1-4; L5A, U2, p16, ex1-2; L5A, U2, p20, ex1-3	
Unit 3 Multiples and factors	L5A, U3, p26, ex1-5	Pupils cover common multiples up to 100, specific focus is not given to 5, 10, 25 etc.
Not covered		Pupils are not required to focus on odd and even numbers as multiples.
Unit 13 Fractions	L5B, U13, p6, ex2	
Unit 21 Fractions, decimals and percentages	L5B, U21, p82, ex3-4	
Unit 13 Fractions	L5B, U13, p4, ex1-2; L5B, U13, p5, ex4	
Unit 22 Fraction and percentage problems	L5B, U22, p86, ex1-3	Covered in detail in Level 4, Unit 17.
Unit 21 Fractions, decimals and percentages	L5B, U21, p78, ex1	



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Numbers and the number system	5Nn20 Express halves, tenths and hundredths as percentages.
Numbers and the number system	5Nn21 Use fractions to describe and estimate a simple proportion, e.g. $\frac{1}{5}$ of the beads are yellow.
Numbers and the number system	5Nn22 Use ratio to solve problems, e.g. to adapt a recipe for 6 people to one for 3 or 12 people.
Calculation	5Nc1 Know by heart pairs of one-place decimals with a total of 1, e.g. $0.8 + 0.2$.
Calculation	5Nc2 Derive quickly pairs of decimals with a total of 10, and with a total of 1.
Calculation	5Nc3 Know multiplication and division facts for the $2 \times$ to $10 \times$ tables.
Calculation	5Nc4 Know and apply tests of divisibility by 2, 5, 10 and 100.
Calculation	5Nc5 Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple.
Calculation	5Nc6 Know squares of all numbers to 10×10 .
Calculation	5Nc7 Find factors of two-digit numbers.
Calculation	5Nc8 Count on or back in thousands, hundreds, tens and ones to add or subtract.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Page, Exercise number)</i>	Notes
Unit 21 Fractions, decimals and percentages	L5B, U21, p80, ex1-3	
Unit 21 Fractions, decimals and percentages	L5B, U21, p84, ex1-5	Note that pupils are required to calculate, not estimate.
Unit 22 Fraction and percentage problems	L5B, U22, p91, ex3-4	
Not covered		This objective is not covered explicitly in Level 5.
Not covered		This objective is not covered explicitly in Level 5.
Unit 7 Multiplying decimals Unit 14 Division	L5A, U7, p60, ex1-4; L5B, U14, p 18, ex1	
Unit 14 Division	L5B, U14, p16, ex1-2	
Unit 7 Multiplying decimals	L5A, U7, p60, ex1-4	
Unit 3 Multiples and factors	L5A, U3, p32, ex2-3	
Unit 3 Multiples and factors	L5A, U3, p32, ex1-2	
Not covered		This is covered in Level 4, Unit 2.



Cambridge Primary Stage 5		Macmillan Mathematics Level 5 A&B		
Topic	Objective <i>Pupils should be taught to:</i>	Macmillan Mathematics Unit	Examples <i>(Level, Unit, Page, Exercise number)</i>	Notes
Calculation	5Nc9 Add or subtract near multiples of 10 or 100, e.g. 4387 - 299.	Not covered		This objective is not covered explicitly in Level 5.
Calculation	5Nc10 Use appropriate strategies to add or subtract pairs of two- and three-digit numbers and numbers with one decimal place, using jottings where necessary.	Unit 6 Adding and subtracting decimals	L5A, U6, p50, ex1-4	Note that pupils go beyond one decimal place in Level 5. Also there is more focus on Addition and Subtraction of two-, three-, four-, five-digit numbers in Levels 3-4.
Calculation	5Nc11 Calculate differences between near multiples of 1000, e.g. 5026 - 4998, or near multiples of 1, e.g. 3.2 - 2.6.	Not covered		This objective is not covered explicitly in Level 5.
Calculation	5Nc12 Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number.	Not covered		Not explicitly covered in this level but Unit 3 p26, ex1-4 requires knowledge of multiples of 10 to 90 and 100 to 900. Multiplying by 10s is covered in Level 4, Unit 13. Multiplying by 10 and 100 is covered in Level 3, Unit 10.
Calculation	5Nc13 Multiply by 19 or 21 by multiplying by 20 and adjusting.	Not covered		This objective is not covered explicitly in Level 5. Multiplication methods are covered in more detail in Level 4, Unit 13.
Calculation	5Nc14 Multiply by 25 by multiplying by 100 and dividing by 4.	Not covered		This objective is not covered explicitly in Level 5. Multiplication methods are covered in more detail in Level 4, Unit 13.
Calculation	5Nc15 Use factors to multiply, e.g. multiply by 3, then double to multiply by 6.	Not covered		This objective is not covered explicitly in Level 5. Multiplication methods are covered in more detail in Level 4, Unit 13.
Calculation	5Nc16 Double any number up to 100 and halve even numbers to 200 and use this to double and halve numbers with one or two decimal places, e.g. double 3.4 and half of 8.6.	Not covered		This objective is not covered explicitly in Level 5.



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Calculation	5Nc17 Double multiples of 10 to 1000 and multiples of 100 to 10 000, e.g. double 360 or double 3600, and derive the corresponding halves.
Calculation	5Nc18 Find the total of more than three two- or three-digit numbers using a written method.
Calculation	5Nc19 Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money.
Calculation	5Nc20 Multiply or divide three-digit numbers by single-digit numbers.
Calculation	5Nc21 Multiply two-digit numbers by two-digit numbers.
Calculation	5Nc22 Multiply two-digit numbers with one decimal place by single-digit numbers, e.g. 3.6×7 .
Calculation	5Nc23 Divide three-digit numbers by single-digit numbers, including those with a remainder (answers no greater than 30).
Calculation	5Nc24 Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Not covered		This objective is not covered explicitly in Level 5.
Not covered		Objective covered with decimals. Addition and subtraction methods are covered in more detail in Level 4, Units 5-7.
Unit 6 Adding and subtracting decimals	L5A, U6, p50, ex1-4; L5A, U6, p52, ex1-3; L5A, U6, p52, ex1-4; L5A, U6, p56, ex1-3	
Unit 7 Multiplying decimals Unit 14 Division	L5A, U7, p63, ex2; L5A, U7, p66, ex1-3; L5B, U14, p14, ex1-3; L5B, U14, p16, ex1	
Unit 7 Multiplying decimals	L5A, U7, p64, ex1-2	Note that in Level 5, Unit 7, this involves decimals. Level 4, Unit 13, Lesson 3 covers more straightforward multiplication.
Unit 7 Multiplying decimals	L5A, U7, p62, ex1-2	
Unit 14 Division	L5B, U14, p14, ex1-2	
Not covered		



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Calculation	5Nc25 Decide whether to group (using multiplication facts and multiples of the divisor) or to share (halving and quartering) to solve divisions.
Calculation	5Nc26 Decide whether to round an answer up or down after division, depending on the context.
Calculation	5Nc27 Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication.
Shapes and geometric reasoning	5Gs1 Identify and describe properties of triangles and classify as isosceles, equilateral or scalene.
Shapes and geometric reasoning	5Gs2 Recognise reflective and rotational symmetry in regular polygons.
Shapes and geometric reasoning	5Gs3 Create patterns with two lines of symmetry, e.g. on a pegboard or squared paper.
Shapes and geometric reasoning	5Gs4 Visualise 3-D shapes from 2-D drawings and nets, e.g. different nets of an open or closed cube.
Shapes and geometric reasoning	5Gs5 Recognise perpendicular and parallel lines in 2-D shapes, drawings and the environment.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Not covered		
Not covered		
Unit 5 Mental and written calculation	L5A, U5, p 40, ex1-3; L5A, U5, p42, ex1-6	Operations are not covered in detail in Level 5. Covered in more detail Level 4, Unit 15.
Unit 10 2-D and 3-D shapes	L5A, U10, p88, ex1-2	
Unit 10 2-D and 3-D shapes	L5A, U10, p92, ex1-2	
Unit 10 2-D and 3-D shapes	L5A, U10, p92, ex3	
Unit 10 2-D and 3-D shapes	L5A, U10, p95, ex3	
Unit 9 Lines and angles	L5A, U9, p78, ex1-3	



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Shapes and geometric reasoning	5Gs6 Understand and use angle measure in degrees; measure angles to the nearest 5°; identify, describe and estimate the size of angles and classify them as acute, right or obtuse.
Shapes and geometric reasoning	5Gs7 Calculate angles in a straight line.
Position and movement	5Gp1 Read and plot co-ordinates in the first quadrant.
Position and movement	5Gp2 Predict where a polygon will be after reflection where the mirror line is parallel to one of the sides, including where the line is oblique.
Position and movement	5Gp3 Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes.
Length, mass and capacity	5MI1 Read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy.
Length, mass and capacity	5MI2 Convert larger to smaller metric units (decimals to one place), e.g. change 2.6 kg to 2600 g.
Length, mass and capacity	5MI3 Order measurements in mixed units.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Unit 9 Lines and angles	L5A, U9, p80, ex1-3	
Unit 9 Lines and angles	L5A, U9, p81, ex3; L5A, U9, p 83, Try this	
Unit 11 Problem solving and geometry	L5A, U11, p 96, ex1-4; L5A, U11 p98, ex2; L5A, U11, p105, Assessment	
Not covered		Reflection of shape is covered (Unit 11, Lesson 2) but not where mirror line is parallel to side of shape. Reflections covered in more detail in Level 4, Unit 11.
Not covered		
Unit 17 Measures Unit 18 Area, volume and capacity	L5B, U17, p40, ex1-4; L5B, U17, p42, ex1-2; L5B, U17, p46, ex1-4; L5B, U17, p48, ex1-3; L5B, U18, p59, ex2-3	
Unit 17 Measures Unit 18 Area, volume and capacity	L5B, U17, p40, ex1-2, ex4; L5B, U17, p46, ex2; L5B, U18, p 59, ex2	
Not covered		



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Length, mass and capacity	5MI4 Round measurements to the nearest whole unit.
Length, mass and capacity	5MI5 Interpret a reading that lies between two unnumbered divisions on a scale.
Length, mass and capacity	5MI6 Compare readings on different scales.
Length, mass and capacity	5MI7 Draw and measure lines to the nearest centimetre and millimetre.
Time	5Mt1 Recognise and use the units for time (seconds, minutes, hours, days, months and years).
Time	5Mt2 Tell and compare the time using digital and analogue clocks using the 24-hour clock.
Time	5Mt3 Read timetables using the 24-hour clock.
Time	5Mt4 Calculate time intervals in seconds, minutes and hours using digital or analogue formats.
Time	5Mt5 Use a calendar to calculate time intervals in days and weeks (using knowledge of days in calendar months).
Time	5Mt6 Calculate time intervals in months or years.
Area and perimeter	5Ma1 Measure and calculate the perimeter of regular and irregular polygons.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Not covered		
Unit 17 Measures	L5B, U17, p48, ex1-3	
Unit 17 Measures	L5B, U17, p48, ex1-3	
Unit 17 Measures	L5B, U17, p40, ex2-3	
Unit 19 Time and temperature	L5B, U19, p60-63	
Unit 19 Time and temperature	L5B, U19, p64, ex1-4	
Unit 19 Time and temperature	L5B, U19, p63, Try this	
Unit 19 Time and temperature	L5B, U19, p62, ex1	
Unit 19 Time and temperature	L5B, U19, p61, Try this	
Not covered		
Unit 17 Measures	L5B, U17, p44, ex1-3	



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Area and perimeter	5Ma2 Understand area measured in square centimetres (cm ²).
Area and perimeter	5Ma3 Use the formula for the area of a rectangle to calculate the rectangle's area.
Organising, categorising and representing data	5Dh1 Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others' data and identify further questions to ask.
Organising, categorising and representing data	5Dh2 Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis.
Organising, categorising and representing data	5Dh3 Construct simple line graphs, e.g. to show changes in temperature over time.
Organising, categorising and representing data	5Dh4 Understand where intermediate points have and do not have meaning, e.g. comparing a line graph of temperature against time with a graph of class attendance for each day of the week.
Organising, categorising and representing data	5Dh5 Find and interpret the mode of a set of data.
Probability	5Db1 Describe the occurrence of familiar events using the language of chance or likelihood.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Unit 18 Area, volume and capacity	L5B, U18, p50, ex1-3	
Unit 18 Area, volume and capacity	L5B, U18, p50, ex1-3	Pupils calculate areas but aren't given 'formula' in algebraic terms until Level 6, Unit 13.
Unit 23 Handling data and probability	L5B, U23, p97, Try this; L5B, U23, p101, Try this	
Unit 23 Handling data and probability	L5B, U23, p96, ex1-2; L5B, U23, p98, ex1-2; L5B, U23, p100, ex2-3	Pupils are not required to consider effect of changing scale on the vertical axis.
Unit 23 Handling data and probability	L5B, U23, p101, Try this	
Not covered		
Unit 23 Handling data and probability	L5B, U23, p102, ex1	
Not covered		In this level, pupils are required to calculate all probabilities. Likelihood/chance is covered in Level 4, Unit 23.



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Using techniques and skills in solving mathematical problems	5Pt1 Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations.
Using techniques and skills in solving mathematical problems	5Pt2 Solve single and multi-step word problems (all four operations); represent them, e.g. with diagrams or a number line.
Using techniques and skills in solving mathematical problems	5Pt3 Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers.
Using techniques and skills in solving mathematical problems	5Pt4 Use multiplication to check the result of a division, e.g. multiply 3.7×8 to check $29.6 \div 8$.
Using techniques and skills in solving mathematical problems	5Pt5 Recognise the relationships between different 2-D and 3-D shapes, e.g. a face of a cube is a square.
Using techniques and skills in solving mathematical problems	5Pt6 Estimate and approximate when calculating, e.g. using rounding, and check working.
Using techniques and skills in solving mathematical problems	5Pt7 Consider whether an answer is reasonable in the context of a problem.
Using understanding and strategies in solving problems	5Ps1 Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Unit 17 Measures Unit 18 Area, volume and capacity Unit 19 Time and temperature		
All units Unit 15 The four operations	All units, Try this feature; L5B, U15, p32, ex1-5	
Unit 5 Mental and written calculation	L5A, U5, p40, ex1-3	
Unit 5 Mental and written calculation	L5A, U5, p40, ex1-3	
Not covered		This is covered in Level 4, Unit 10.
Unit 1 Decimal numbers Unit 5 Mental and written calculation	L5A, U1, p12, ex1-3; L5A, U5, p44, ex1-4	
Not covered		
Covered see objectives relating to Measurement above		



Cambridge Primary Stage 5	
Topic	Objective <i>Pupils should be taught to:</i>
Using understanding and strategies in solving problems	5Ps2 Choose an appropriate strategy for a calculation and explain how they worked out the answer.
Using understanding and strategies in solving problems	5Ps3 Explore and solve number problems and puzzles, e.g. logic problems.
Using understanding and strategies in solving problems	5Ps4 Deduce new information from existing information to solve problems.
Using understanding and strategies in solving problems	5Ps5 Use ordered lists and tables to help to solve problems systematically.
Using understanding and strategies in solving problems	5Ps6 Describe and continue number sequences, e.g. $-30, -27, \square, \square, -18 \dots$; identify the relationships between numbers.
Using understanding and strategies in solving problems	5Ps7 Identify simple relationships between shapes, e.g. these triangles are all isosceles because ...
Using understanding and strategies in solving problems	5Ps8 Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. the sum of three consecutive whole numbers is always a multiple of three.
Using understanding and strategies in solving problems	5Ps9 Explain methods and justify reasoning orally and in writing; make hypotheses and test them out.

Macmillan Mathematics Level 5 A&B		
Macmillan Mathematics Unit	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Unit 17 Measures Unit 18 Area, volume and capacity Unit 19 Time and temperature	[length] L5B, U17, p40, ex1-4 [weight] L5B, U17, p46, ex1-4 [capacity] L5B, U18, p58-59, ex1-3 [time] L5B, U19, p61, ex2-4; L5B, U19, p62-63, ex1-3 [temperature] L5B, U19, p68-69, ex1-3	Pupils are not required to explain their choice of strategies.
All units Unit 6 Adding and subtracting decimals Unit 15 The four operations	All units, Try this feature; L5A, U6, p58, ex1-2; L5B, U15, p32, ex1-5	
Not covered		Pupils solve problems (see 5Ps3), but are not required to deduce new information.
Unit 2 Number patterns and algebra	L5A, U2, p14-15, ex1-4	
Covered see objectives relating to sequences and number patterns		
Covered see objectives relating to 2-D shapes		
Not covered		
Not covered		Pupils are not required to justify orally.