Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Number					
Numbers and the number system					
5Nn1 Count on and back in steps of constant size, extending beyond zero.	pages 28–30	page 21	Investigating number patterns, pages 11–15	8.2 Smallest to greatest	
5Nn2 Know what each digit represents in five- and six-digit numbers.	pages 4–11	pages 2–7	Reading and writing numbers up to 6 digits, pages 1–5	1.1 Read and write numbers up to 1 000 000 1.2 Positional system 1.3 Write the numbers 9.1 Write the decimal number	Place value and comparing and ordering numbers up to 1 000 000: Number codes
5Nn3 Partition any number up to one million into thousands, hundreds, tens and units.	pages 4–11	pages 2–7	Reading and writing numbers up to 6 digits, pages 1–5	1.1 Read and write numbers up to 1 000 000 1.2 Positional system 1.3 Write the numbers	Place value and comparing and ordering numbers up to 1 000 000: Number codes
5Nn4 Use decimal notation for tenths and hundredths and understand what each digit represents.	pages 168–170	pages 155–156		1.2 Positional system 1.4 Arranging numbers from the greatest to smallest 9.1 Write the decimal number	
5Nn5 Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect.	pages 18–21	pages 15–16			
5Nn6 Round four-digit numbers to the nearest 10, 100 or 1 000.	page 179				
5Nn7 Round a number with one or two decimal places to the nearest whole number.	pages 179–181	page 163			Use factors to multiply: Factors

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Nn8 Order and compare numbers up to a million using the > and < signs.	pages 12–17	pages 8–14	Reading and writing numbers up to 6 digits, pages 1–5	1.4 Arranging numbers from the greatest to smallest	Place value and comparing and ordering numbers up to 1 000 000: Number codes
5Nn9 Order and compare negative and positive numbers on a number line and temperature scale.	pages 22–25	pages 17–20, 21	Negative and positive numbers, pages 6–10	1.5 Revision 9.2 Comparing decimals	Use negative numbers: Temperatures
5Nn10 Calculate a rise or fall in temperature.	pages 26–27				
5Nn11 Order numbers with one or two decimal places and compare using the > and < signs.	pages 177–178	pages 160–162		9.2 Comparing decimals	
5Nn12 Recognise and extend number sequences.		page 21			
5Nn13 Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1 000.	page 31	pages 39–42			
5Nn14 Make general statements about sums, differences and multiples of odd and even numbers.	page 31				
5Nn15 Recognise equivalence between: $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$; $\frac{1}{3}$ and $\frac{1}{6}$; $\frac{1}{5}$ and $\frac{1}{10}$.	pages 150–151	pages 134–135			Use factors to multiply: Factors

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
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 $\frac{7}{10}$.	page 152	pages 136–137, 141	Decimal and fractional equivalence, pages 66–70		Order, double and halve decimals: Number 6.76 Understand percentages as the number of parts in every hundred: How many?
5Nn17 Change an improper fraction to a mixed number e.g. $\frac{7}{4}$ to $1\frac{3}{4}$ order mixed numbers and place between whole numbers on a number line.	pages 153–154, 155	pages 138–140, 141	Improper fractions and mixed numbers, pages 56–60		
5Nn18 Relate finding fractions to division and use to find simple fractions of quantities.	Fractions of shapes: pages 156–157 Fractions of quantities: pages 158–159 Fractions as division: pages 160–161	Fractions of shapes: pages 142–145 Fractions of quantities: pages 146–148 Fractions as division: pages 149–150			Find the total of more than three 2-digit numbers: Sports Equivalent fractions and fractions as divisions: Being equal
5Nn19 Understand percentage as the number of parts in every 100 and find simple percentages of quantities.	pages 186–189, 190–191	pages 173–178	Percentages, pages 71–75	9.3 Addition of decimals 10.1 Percentages 10.2 Percentages in a whole 1 10.3 Problems with percentages 10.4 Percentages in a whole 2 10.5 Revision	Find percentages of simple quantities: The circus

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Nn20 Express halves, tenths and hundredths as percentages.	pages 186–189	pages 173–178	Percentages, pages 71–75	8.3 Parts of a whole 1 8.4 Parts of a whole 2 10.1 Percentages 10.2 Percentages in a whole 1 10.3 Problems with percentages 10.4 Percentages in a whole 2 10.5 Revision	
5Nn21 Use fractions to describe and estimate a simple proportion, e.g. $\frac{1}{6}$ of the beads are yellow.	pages 162–163	pages 151–152		8.1 Equivalent fractions	Proportion and ratio: How many?
5Nn22 Use ratio to solve problems, e.g. to adapt a recipe for 6 people to one for 3 or 12 people.	pages 164–165	pages 153–154		8.3 Parts of a whole 1 8.4 Parts of a whole 2	Proportion and ratio: How many?
Calculation					
Mental strategies					
5Nc1 Know by heart pairs of one-place decimals with a total of 1, e.g. 0.8 + 0.2.	page 171			2.1 Two-digit subtraction 2.2 Problems with addition with decimals 2.5 Revision 4.1 Multiples	
5Nc2 Derive quickly pairs of decimals with a total of 10, and with a total of 1.	pages 171–172	pages 157–158		2.1 Two-digit subtraction 2.5 Revision	Decimals with a total of 10 and a total of 1: Decimal triangles

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Nc3 Know multiplication and division facts for the 2× to 10× tables.	page 78	pages 70–71	Multiplication facts, pages 36–40	2.5 Revision 4.2 Mental calculations 4.4 Combined operations 4.5 Revision 5.1 Division 5.2 Problems with division	
5Nc4 Know and apply tests of divisibility by 2, 5, 10 and 100.	pages 82, 108–109	page 72	Divisibility rules, pages 41–45	5.4 Factors	Divide 3-digit numbers by 2, 5 and 10: Dice divisions
5Nc5 Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple.	page 82	page 72		4.2 Mental calculations 4.3 Problems 5.1 Division	
5Nc6 Know squares of all numbers to 10 × 10.	page 82		Multiplication facts, pages 36–40		
5Nc7 Find factors of two-digit numbers.	pages 89–90, 91–92	pages 78–79		5.1 Division	
5Nc8 Count on or back in thousands, hundreds, tens and ones to add or subtract.	pages 39–42	pages 34–37		2.3 Strategies for addition 2.4 Missing numbers	
5Nc9 Add or subtract near multiples of 10 or 100, e.g. 4 387 − 299.	pages 39–42	pages 34–37		2.1 Two-digit subtraction 2.2 Problems with addition with decimals	
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.	pages 182–183	pages 164–172	Adding and subtracting 2- and 3-digit numbers, pages 16–20		Add and subtract decimal numbers: Hidden numbers

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Nc11 Calculate differences between near multiples of 1 000, e.g. 5026 − 4998, or near multiples of 1, e.g. 3.2 − 2.6.	page 43	pages 38–39			
5Nc12 Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number.	page 83	page 73	Mental multiplication, pages 31–35	4.4 Combined operations	
5Nc13 Multiply by 19 or 21 by multiplying by 20 and adjusting.	pages 84–86	pages 74–75	Mental multiplication, pages 31–35		Use brackets and multiply by 19 or 21 or 25: Multiplication problems
5Nc14 Multiply by 25 by multiplying by 100 and dividing by 4.	pages 87–88	pages 76–77	Mental multiplication, pages 31–35		Use brackets and multiply by 19 or 21 or 25: Multiplication problems
5Nc15 Use factors to multiply, e.g. multiply by 3, then double to multiply by 6.	pages 89–90	pages 78–79			
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.	pages 173–176	page 159			
5Nc17 Double multiples of 10 to 1 000 and multiples of 100 to 10 000, e.g. double 360 or double 3 600, and derive the corresponding halves.	page 173	page 159			

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Addition and subtraction					
5Nc18 Find the total of more than three two- or three-digit numbers using a written method.	pages 112–113 Informal methods: pages 34–35 Column method: pages 44–47	pages 102–105 Informal methods: pages 22–29 Column method: pages 40–43		2.4 Missing numbers	
5Nc19 Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money.	pages 36–38	pages 30–33		9.4 Problems with decimals 9.5 Revision	
Multiplication and division					
5Nc20 Multiply or divide three-digit numbers by single-digit numbers.	Multiplication: page 83 Division: pages 110–111	Division: pages 99–101	Divisibility rules, pages 41–45	4.1 Multiples 4.2 Mental calculations 5.1 Division	Divide 3-digit numbers by 2, 5 and 10: Dice divisions Divide 3-digit numbers by 1-digit numbers, including those with remainders: Division problems
5Nc21 Multiply two-digit numbers by two-digit numbers.	pages 92–98	pages 80–88			
5Nc22 Multiply two-digit numbers with one decimal place by single-digit numbers, e.g. 3.6×7.	pages 182–183	pages 171–172		2.2 Problems with addition with decimals	
5Nc23 Divide three-digit numbers by single-digit numbers, including those with a remainder (ans no greater than 30).	Without remainder: pages 100–111 With remainder: pages 114–115	Without remainder: pages 99–101 With remainder: pages 106–107		5.1 Division 5.2 Problems with division 5.3 Division with behinds	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Nc24 Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers.	page 116	page 108		5.5 Revision	
5Nc25 Decide whether to group (using multiplication and multiples of the divisor) or to share (halving quartering) to solve divisions.	pages 117–118				
5Nc26 Decide whether to round an answer up or down after division, depending on the context.	page 119	page 109		5.4 Factors	
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.	pages 102–105	pages 94–98		4.4 Combined operations	Use brackets and multiply by 19 or 21 or 25: Multiplication problems

Geometry

Shapes and geometric reasoning

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Gs1 Identify and describe properties of triangles and classify as isosceles, equilateral or scalene.	pages 57–59	pages 53–56	Triangles, pages 21–25	3.1 Find related vocabulary 3.3 Vocabulary 2 3.5 Revision	Identify and describe properties of triangles: Triangles
5Gs2 Recognise reflective and rotational symmetry in regular polygons.	pages 69–73	page 67	Symmetry, pages 26–30	3.1 Find related vocabulary 3.2 Rotational symmetry 3.3 Vocabulary 2	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Gs3 Create patterns with two lines of symmetry, e.g. on a pegboard or squared paper.	pages 66–68	pages 63–65	Symmetry, pages 26–30		
5Gs4 Visualise 3D shapes from 2D drawings and nets, e.g. different nets of an open or closed cube.	pages 74–77	pages 68–69		3.4 Properties	
5Gs5 Recognise perpendicular and parallel lines in 2D shapes, drawings and the environment.	Perpendicular lines: pages 64–65 Parallel lines: pages 60–63	Perpendicular lines: pages 60–62 Parallel lines: pages 57–59			Recognise parallel and perpendicular lines in drawings: Parallel and perpendicular lines
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.	pages 50–52	pages 44–48		3.3 Vocabulary 2 3.5 Revision	
5Gs7 Calculate angles in a straight line.	pages 53–56	pages 49–52		3.5 Revision	
Position and movement					
5Gp1 Read and plot coordinates in the first quadrant.	page 228	pages 211–213	Reading and plotting coordinates, pages 96–100	13.1 Position with shapes 13.2 Translation	Reading and plotting coordinates: What is the shape? Reflection and translation: Square
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.	pages 229–230	pages 214–215		13.4 Reflection	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Gp3 Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes.	pages 231–233	pages 216–217		13.3 Coordinates 13.5 Revision	Reflection and translation: Square
Measure					
Length, mass and capacity					
5Ml1 Read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy.	pages 194–197	pages 179–186, 189		11.3 Length, diameter and distance 11.4 Capacity 11.5 Revision	Interpreting a reading that lies between two divisions on a scale: Word problems
5Ml2 Convert larger to smaller metric units (decimals to one place), e.g. change 2.6 kg to 2 600 g.	pages 194–197		Converting measures, pages 76–80	11.1 Conversion 11.3 Length, diameter and distance	Measuring length, mass and volume: Missing measurements Interpreting a reading that lies between two divisions on a scale: Word problems
5Ml3 Order measurements in mixed units.	pages 198–199	pages 187–188	Converting measures, pages 76–80	11.2 Units of mass	Measuring length, mass and volume: Missing measurements
5Ml4 Round measurements to the nearest whole unit.	page 202				
5Ml5 Interpret a reading that lies between two unnumbered divisions on a scale.	pages 203–204	pages 190–192			Interpreting a reading that lies between two divisions on a scale: Word problems
5Ml6 Compare readings on different scales.	pages 201–202, 205–206				

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Ml7 Draw and measure lines to the nearest centimetre and millimetre.	pages 200, 207	pages 193–197			
Time					
5Mt1 Recognise and use the units for time (seconds, minutes, hours, days, months and years).	pages 131–147	pages 122–133		7.1 Measuring time in seconds, minutes, hours, days 7.3 Problems with time 1 7.5 Revision	
5Mt2 Tell and compare the time using digital and analogue clocks using the 24-hour clock.	pages 134–139	pages 122–123, 126–129	Time, pages 51–55	7.1 Measuring time in seconds, minutes, hours, days 7.2 A.m./p.m.	Calculating time intervals: Word problems
5Mt3 Read timetables using the 24-hour clock.	page 138		Time, pages 51–55	7.5 Revision	Read timetables using the 24-hour clock: Journey times
5Mt4 Calculate time intervals in seconds, minutes and hours using digital or analogue formats.	pages 140–141, 143–147	pages 130–133	Time, pages 51–55	7.2 A.m./p.m. 7.3 Problems with time 1 7.4 Problems with time 2	Word problems, calculating time intervals: Time problems
5Mt5 Use a calendar to calculate time intervals in days and weeks (using knowledge of days in calendar months).	page 145		Time, pages 51–55		
5Mt6 Calculate time intervals in months or years.	page 132				
Area and perimeter					
5Ma1 Measure and calculate the perimeter of regular and irregular polygons.	pages 122–125	pages 110–112		6.1 Vocabulary 6.5 Revision	Measure and calculate the perimeter of regular and irregular polygons: Calculating

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Ma2 Understand area measured in square centimetres (cm²).	pages 126–130	pages 113–118		6.1 Vocabulary 6.2 Calculating area and perimeter 6.3 Revision of vocabulary	
5Ma3 Use the formula for the area of a rectangle to calculate the rectangle's area.	page 127	pages 114–118	Area, pages 46–50	6.1 Vocabulary 6.4 Properties of rectangles 6.5 Revision	Use the correct formula to calculate the area of a rectangle: Missing areas

Handling data

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.	pages 210–222	pages 198–207	Using data, pages 81–85	12.1 Parameters 12.2 Likelihood/ Probability 12.3 Handling data 1 12.4 Handling data 2 12.5 Revision	Interpreting data and drawing conclusions: Temperature predictions
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.	pages 216–222	pages 198–207	Interpreting and constructing graphs, pages 86–90		Interpreting data and drawing conclusions: Temperature predictions
5Dh3 Construct simple line graphs, e.g. to show in temperature over time.	pages 210–215, 218–221	pages 198–207			

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
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.	page 219	pages 203, 207			
5Dh5 Find and interpret the mode of a set of data.	pages 216–222	pages 198–207			Draw and interpret bar line graphs describing the occurrence of events: Dice problems Interpreting data and drawing conclusions: Temperature predictions
Probability					
5Db1 Describe the occurrence of familiar events using the language of chance or likelihood.	pages 223–225	pages 208–210	Probability, pages 91–95		Draw and interpret bar line graphs describing the occurrence of events: Dice problems

Problem solving

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.	Time: pages 134–147 Length, mass and volume: pages 194–207				

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Pt2 Solve single and multi-step word problems (all four operations); represent them, e.g. with diagrams or a number line.	Multiplication: pages 99–101 Division: pages 112–113, 117–118 Perimeter and area: page 131 Time: pages 140–141, 143–147 Ratio: pages 164–165	Multiplication: pages 89–93 Division: pages 102–105 Perimeter and area: pages 119–121 Time: pages 130–133 Ratio: pages 153–154 Decimals: pages 170–172			
5Pt3 Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers.	pages 34–35	pages 22–28		4.3 Problems	Decimals with a total of 10 and a total of 1: Decimal triangles
5Pt4 Use multiplication to check the result of a division, e.g. multiply 3.7 × 8 to check 29.6 ÷ 8.				8.5 Revision	
5Pt5 Recognise the relationships between different 2D and 3D shapes, e.g. a face of a cube is a square.					
5Pt6 Estimate and approximate when calculating, e.g. using rounding, and check working.	pages 46, 47, 92, 93, 96, 97, 99	pages 80–84		4.5 Revision 9.4 Problems with decimals 9.5 Revision	Add and subtract decimal numbers: Hidden numbers
5Pt7 Consider whether an answer is reasonable in the context of a problem.	page 119	page 109			Use brackets and multiply by 19 or 21 or 25: Multiplication problems

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
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.	pages 131–147	pages 122–133			Use negative numbers: Temperatures Calculating time intervals: Word problems
5Ps2 Choose an appropriate strategy for a calculation and explain how they worked out the answer.	pages 34–47, 80–105, 108–119, 134–147, 168–183, 186–191, 194–207	pages 22–41, 70–98, 99–109, 122–133, 155–172, 173–178, 179–197			Use factors to multiply: Factors Equivalent fractions and fractions as divisions: Being equal Order, double and halve decimals: Number 6.76 Find percentages of simple quantities: The circus
5Ps3 Explore and solve number problems and puzzles, e.g. logic problems.	pages 34–47, 80–105, 108–119, 134–147, 168–183, 186–191, 194–207	pages 22–41, 70–98, 99–109, 122–133, 155–172, 173–178, 179–197		12.4 Handling data 2 12.5 Revision	Place value and comparing and ordering numbers up to 1 000 000: Number codes Divide 3-digit numbers by 1-digit numbers, including those with remainders: Division problems Measuring length, mass and volume: Missing measurements

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Ps4 Deduce new information from existing information to solve problems.	pages 140–141, 144, 156, 210–222	pages 198–207		12.2 Likelihood/ Probability 12.4 Handling data 2	Recognise parallel and perpendicular lines in drawings: Parallel and perpendicular lines Measure and calculate the perimeter of regular and irregular polygons: Calculating Use the correct formula to calculate the area of a rectangle: Missing areas Proportion and ratio: How many? Order, double and halve decimals: Number 6.76 Measuring length, mass and volume: Missing measurements Interpreting a reading that lies between two divisions on a scale: Word problems Reading and plotting coordinates: What is the shape? Reflection and translation: Square
5Ps5 Use ordered lists and tables to help to solve problems systematically.	pages 4, 6–7, 13–16, 18, 20–21, 46, 127, 135, 138, 210–222	pages 198–207			Read timetables using the 24-hour clock: Journey times

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Ps6 Describe and continue number sequences, e.g. −30, −27, □, □, −18 … ; identify the relationships between numbers.	pages 10, 28–30	page 21			Place value and comparing and ordering numbers up to 1 000 000: Number codes
5Ps7 Identify simple relationships between shapes, e.g. these triangles are all isosceles because…	pages 57–59, 74–77	pages 53–56			Identify and describe properties of triangles: Triangles
Recognise parallel and perpendicular lines in drawings: Parallel and perpendicular lines
Reading and plotting coordinates: What is the shape?
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.	page 31				Identify and describe properties of triangles: Triangles
Draw and interpret bar line graphs describing the occurrence of events: Dice problems
5Ps9 Explain methods and justify reasoning orally and in writing; make hypotheses and test them out.	Throughout				Divide 3-digit numbers by 2, 5 and 10: Dice divisions
Interpreting data and drawing conclusions: Temperature predictions

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
5Ps10 Solve a larger problem by breaking it down into sub-problems or represent it using diagrams.	pages 99–106, 112–113, 117–119, 131, 143–147	pages 89–98, 102–103, 109, 119–121, 131–133			Find the total of more than three 2-digit numbers: Sports Understand percentages as the number of parts in every hundred: How many?