

Revised Syllabus 2014		LOF	
A/B/C/D/I: Numbers, Number Patterns and Place Value/Multiplication and Division/Fractions, Decimals, Percentages and Proportion. Money		Subject Focus 2: Number – Numerical Calculations	
LEARNING OUTCOMES			
B.5.1	derive quickly: decimals that total 1 or 10; all 2-digit pairs that total 100; all pairs of multiples of 50 with a total of 1000.	6.2.14	I can derive quickly decimals that total 1 to 10.
B.5.2	consolidate understanding of relationship between + and –.	6.2.2	I can use column addition and subtraction with up to 4 digit numbers.
B.5.3	understand the principles (not the names) of the commutative and associative laws, as they apply or not, to addition and subtraction.	6.2.3	I can work through situations involving addition and subtraction with four digit numbers.
B.5.4	partition into H, T and U, adding or subtracting the most significant digits first. use column addition and subtraction for $HTU \pm TU$ and $HTU \pm TU$ where the calculation cannot easily be done mentally and extend to 10,000.		

B.5.5	identify near doubles such as $1.5 + 1.6$ or $31 + 32$.		
B.5.6	extend written methods to addition or subtraction of a pair of decimal fractions, both with one or both with two decimal places.	6.2.12	I can add and subtract whole and decimal numbers up to two decimal places using informal methods.
		6.2.13	I can use column addition or subtraction methods using decimal numbers up to two decimal places.
B.5.7	add or subtract the nearest multiple of 10 or 100, then adjust.	6.2.1	I can add or subtract by using the nearest multiple of 10 and 100 then adjusting.
B.5.8	<p>use the following Mental Strategies:</p> <p>finding differences mentally by counting through the next multiple of 10, 100, or 1000.</p> <p>adding or subtracting the nearest multiple of 10 or 100, then adjust.</p> <p>adding several numbers, e.g. four or five single digits or multiples of 10 such as $40 + 50 + 80$.</p> <p>using known number facts and place-value for mental addition and subtraction.</p>		

C.5.1	<p>understand the effect of and the relationship between the four operations, and the principles (not the names) of the arithmetic laws as they apply to multiplication and to use brackets.</p> <p>e.g. 4×46 $= 4 \times 40$ and 4×6 $= (4 \times 40) + (4 \times 6)$</p>	6.2.4	<p>I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 3, 4, 5, 6, 8 and 10 same as level 5) and 7 and 9 vice versa.</p>
C.5.2	<p>develop and refine estimation and written methods for:</p> <ul style="list-style-type: none"> • $TU \times U$ • $HTU \times U$ • $TU \times TU$ • $U.t \times U$ • $TU.t \times U$ • $TU \div U$ • $HTU \div U$ • multiplying and dividing by 10/100, shifting the digits one/two places to the right/left. 	<p>6.2.5</p> <p>6.2.15</p> <p>6.2.16</p> <p>6.2.17</p>	<p>I can multiply and divide any integer by 10, 100 or 1000.</p> <p>I can use written methods for: $ThHTU \times U$ $(TU \times U, HTU \times U)$ $U.t \times U$ $TU.t \times U$ $U.th \times U$</p> <p>I can use written methods for: $TU \div U$ $HTU \div U$ $U.t \div U$ $U.th \div U$</p> <p>I can use written methods for multiplication and division by 10 including decimals.</p>
C.5.3	<p>identify all pairs of factors of any number up to 100.</p>	6.1.14	<p>See Subject Focus 1</p>

C.5.4	identify remainders after division and express a quotient as a fraction, or as a decimal up to two decimal places.	6.2.7	I can find remainders after division (restricted to divisors up to 10) and express the remainder as a fraction.
C.5.5	know by heart all: <input type="checkbox"/> multiplication/division facts up to 10×10 .	6.1.10	See Subject Focus 1
C.5.6	derive quickly: <input type="checkbox"/> doubles of all whole numbers 1 to 100 and their corresponding halves. <input type="checkbox"/> doubles of multiples of 10 to 500 and their corresponding halves. <input type="checkbox"/> doubles of multiples of 10 to 1000 and their corresponding halves. <input type="checkbox"/> doubles of multiples of 100 to 5000 and their corresponding halves. <input type="checkbox"/> doubles of multiples of 100 to 10 000 and their corresponding halves.	6.2.18	I can derive doubles and halves of whole and decimal numbers.
C.5.7	use the following Mental Strategies: <ul style="list-style-type: none">▪ using doubling or halving,▪ starting from known facts.▪ finding quarters by halving halves.		

	<ul style="list-style-type: none"> ▪ using known number facts and place-value to multiply and divide mentally. ▪ using closely related facts such as: <ul style="list-style-type: none"> -to multiply by 9 or 11, -multiply by 10 and adjust. -to multiply by 19 or 21, multiply by 20 and adjust. ▪ partitioning and using the distributive law: e.g. $23 \times 4 = (20 \times 4) + (3 \times 4)$ 		
D.5.1	understand and use simple fractions and mixed numbers.	6.2.22	<p>I can use simple fractions and mixed numbers.</p> <p>Visible in Subject Foci 1 and 2.</p>
D.5.3	relate fractions to division and find simple fractions of numbers and quantities.	6.2.6	<p>I recognise unit fractions (one fifth, one eighth, one tenth, one hundredth) and use them to find fractions of shapes, numbers and quantities.</p> <p>I can associate fractions (one fifth, one eighth, one tenth, one hundredth) and division.</p> <p>E.g. how much is $\frac{1}{8}$ of 32?</p> <p>Therefore, how much is $\frac{5}{8}$ of 32?</p>

		6.2.21	I can find fractions of whole numbers.
D.5.5	round a number with one or two decimal places to the nearest integer (whole number).	6.2.20	I can round a decimal number with two decimal places to the nearest whole number.
D.5.7	recognise the equivalence between the decimal and the fraction forms for halves, quarters and tenths.	6.2.11	I can write tenths and hundredths in decimal form and vice versa.
D.5.8	use simple proportion to solve simple problems.	6.2.30	I can work through simple situations that involve direct proportion when unknown quantities are simple multiples of known quantities. (e.g. A cupcakes recipe uses 2 eggs to make 10 cup cakes. How many eggs will be needed to make 25 cup cakes?)
I.5.1	work out totals up to €10,000 (ten thousand euro).	6.2.27	I can work out totals of up to ten thousand euro and give the correct change.
I.5.2	give change.		
1.5.3	Work out which notes and coins are needed to pay		
		6.2.28	I can calculate, compare and discuss special offers.

1.5.4	convert euro to cent and vice versa.	6.2.26	I can convert euro to cent and vice versa
		6.2.25	I can read and interpret scales involving whole numbers.

Learning Outcomes which are no longer present in Year 5 programme.

Learning Outcomes which are no longer present in Year 5 programme but which is still encouraged to be covered.

Learning Outcomes which are located in another Subject Focus (strand).

Learning Outcomes which are new or somewhat new to the Year 5 programme.

The subscript indicates part of a Learning Outcome which was previously part of another Learning Outcome in the same Subject Focus (strand),.