Year 5 | Mathematics

Core numeracy and problem-solving

Student name: _____ Date: _____

Suggested time: 45 minutes. Work independently where possible. Show your thinking. This is a learning snapshot, not a pass/fail exam.

Number sense and operations

1. Write 67,405 in expanded form. What is the value of the digit 7?

2. Calculate 3,846 + 2,975. Explain one way to check your answer.

3. Calculate 7,200 - 3,458. Show your method.

4. A library has 18 shelves with 24 books on each shelf. How many books are there?

5. A school orders 936 pencils and shares them equally among 12 classes. How many pencils per class?

Fractions, measurement and reasoning

6. Calculate 3/4 + 2/8. Simplify your answer and explain why.

7. A ribbon is 2.5 m long. Mia cuts off 85 cm. How many centimetres remain?

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8. A rectangle is 12 cm long and 7 cm wide. Find its perimeter and area. Explain the difference.

9. A train leaves at 09:45 and arrives at 11:20. How long is the journey?

10. A recipe uses 150 g flour for 6 biscuits. How much flour is needed for 14 biscuits?

11. A shop reduces a £40 bag by 25%. What is the sale price? Show your reasoning.

12. A number rounds to 4,600 to the nearest hundred. Give the smallest and largest whole numbers it could be.

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Mathematics | Parent Guide

How to use this guide

Allow the child to work independently first. Read instructions aloud if needed, without explaining the answer. Record whether each response was independent, prompted, or supported. Discuss reasoning after the assessment.

Suggested answers and what to observe

1. 60,000 + 7,000 + 400 + 5; digit 7 = 7,000.

Look for: Place value, not digit recognition alone.

2. 6,821; check by subtraction or estimation.

Look for: Reliable written method and verification.

3. 3,742.

Look for: Regrouping and place-value alignment.

4. 432 books.

Look for: Multiplication strategy and units.

5. 78 pencils.

Look for: Division with place value.

6. 1; 2/8 = 1/4.

Look for: Equivalent fractions and simplification.

7. 165 cm; 2.5 m = 250 cm.

Look for: Unit conversion.

8. Perimeter 38 cm; area 84 square cm.

Look for: Distinguishing boundary from surface.

9. 1 hour 35 minutes.

Look for: Elapsed-time reasoning.

10. 350 g.

Look for: Scaling 150/6 = 25 g each.

11. £30.

Look for: Percentage as a fraction of the whole.

12. 4,550 to 4,649 inclusive.

Look for: Rounding interval boundaries.

Parent reflection and next steps

Strengths observed: _____

Skills to revisit: _____

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One helpful next activity: _____

Avoid treating one result as a fixed ability label. Look at explanations, independence and willingness to try unfamiliar tasks. Revisit selected skills after practice.

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