



Name:.....



- F12** I can solve problems drawing on knowledge of % and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.
- F11** I can identify, name and write equivalent fractions of a given fraction, represented visually including  $\frac{1}{10}$  and  $\frac{1}{100}$
- F10** I can write percentages as a fraction with denominator of 100, and as a decimal.
- F9** I can recognise the % symbol and understand what it means.
- F8** I can read, write, order and compare number with up to three decimal places.
- F7** I can round decimals with 2dp to the nearest whole number and to one decimal place.
- F6** I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
- F6** I can read and write decimal numbers as fractions.
- F5** I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- F4** I can + and - fractions with the same denominator and denominators that a multiples of the same number.
- F3** I can recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements.
- F2** I can compare and order fractions whose denominators are all multiples of the same number.
- F1** I can solve problems involving numbers up to 3dp.

- M12** I can identify multiples and factors, including finding all factor pairs, and common factors of two numbers.
- M11** I can solve problems using multiplication and division, using knowledge of factors and multiples, squares and cubes.
- M10** I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- M9** I can X numbers up to 4 digits by a one or 2 digit number using a formal written method including long x for two numbers.
- M8** I can X and ÷ whole numbers and those involving decimals by 10, 100 & 1000.
- M7** I can divide numbers up to 4 digits by a 1 digit number using the formal written method of short division.
- M6** I can recognise and use square numbers and cube numbers, including notation.
- M5** I can solve problems involving X and ÷, including scaling by simple fractions and simple rates.
- M4** I can interpret remainders in context.
- M3** I can X and ÷ numbers mentally drawing upon known facts.
- M2** I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- M1** I can use all number operations to solve multi step problems.

- G11** I can identify, describe and represent the position of a shape follow translation using appropriate language and know that the shape has not changed.
- G10** I can estimate and compare acute, obtuse and reflex angles.
- G9** I know angles are measured in degrees.
- G8** I can distinguish between regular and irregular polygons using my knowledge of equal sides and angles.
- G7** I can state and use the properties of a rectangle to deduce related facts and find missing lengths and angles.
- G6** I can identify angles at a point on a straight line and 1/2 a turn.
- G5** I can identify, describe and represent the position of a shape follow reflection using appropriate language.
- G4** I can identify angles at a point and one whole turn.
- G3** I can identify multiples of 90 degrees.
- G2** I can draw a given angle, and measure in degrees.
- G1** I can identify 3-D shapes, including cubes and cuboids, from 2-D representations.

- Me10** I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Me9** I understand and use approximate equivalences between metric units and common imperial unit such as inches/pounds/pints.
- Me8** I can convert between different units of metric measure (e.g. km to m; cm and m: cm and mm; kg and g; l and ml).
- Me7** I can calculate and compare the area of squares and rectangles, using standard units, cm and m.
- Me6** I can estimate the area of irregular shapes.
- Me5** I can estimate volume e.g. using 1cm cube blocks to build cuboids
- Me4** I can solve problems involving converting between units of time.
- Me3** I can use all four operations to solve problems involving measure (e.g. length, mass, volume, money)
- Me2** I can estimate capacity e.g. using water.
- Me1** I can use all four operations to solve measure problems involving decimal notation including scaling.

- N8** I can read, write, order and compare numbers to at least 1,000,000.
- N7** I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- N6** I can use negative numbers in context and can count forwards and backwards with positive and negative whole numbers including through 0.
- N5** I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- N4** I can solve number problems and practical problems, incorporating all of the below.
- N3** I know what each digit represents in numbers to 1,000,000.
- N2** I can read Roman numerals to 1000 (M).
- N1** I can recognise years written in Roman numerals.

- A7** I can add numbers with more than 4 digits using formal written methods (columnar +)
- A6** I can subtract numbers with more than 4 digits using formal written methods (columnar -).
- A5** I can add mentally using increasingly large numbers.
- A4** I can subtract mentally using increasingly large numbers.
- A3** I can use rounding to check answers to calculations and determine in context levels of accuracy.
- A2** I can solve multi-step addition problems in contexts, deciding which operations and methods to use and why.
- A1** I can solve multi-step subtraction problems in contexts, deciding which operations and methods to use and why.

- S7** I can solve 'comparison' problems using information presented in line graphs.
- S6** I can solve 'sum' problems using information presented in line graphs.
- S5** I can solve 'difference' problems using information presented in line graphs.
- S4** I can complete information in tables including timetables.
- S3** I can read and interpret information in tables including timetables.
- S2** I can decide which representations of data are most appropriate and why, including ICT.
- S1** I can connect my work on coordinates and scales to my interpretation of time graphs.

Fractions and Decimals ★

Multiplication And Division ★

Geometry

Measurement

Number and Place Value ★

Addition and Subtraction ★

Statistics