Dosthill Primary School My Targets in Mathematics B1		
	Number – number and place value	
1	I can count to and across 50, forwards and backwards, beginning with 0 or 1	
2	I can count to and across 50, forwards and backwards from any given number	
3	I can count 50 in numerals	
4	I can count in multiples of twos, fives and tens	
5	I can say which number is one more or one less than any given number to 50	
6	I can identify and represent numbers to 50 using objects and pictorial representations including the number line,	
7	I can partition teen numbers	
8	I can read and write numbers from 1 to 30 in numerals	
9	I can read and write numbers from 1 to 10 in words.	
	Number – addition and subtraction	
10	I can use the symbols +, -, = to record addition and subtraction number sentences	
11	I know addition facts for all numbers up to 10	
12	I know subtraction facts for all numbers up to 10	
13	I understand addition as counting on	
14	I understand that addition can be done in any order	
15	I understand subtraction as taking away, counting back or finding the difference	
16	I can use objects to help solve practical problems	
17	I can identify patterns of objects or numbers and continue it	
	Number – multiplication and division	
18	I can solve practical problems involving multiplication, by calculating the answer using concrete objects, pictorial representations	
19	I can solve practical problems involving division, by calculating the answer using concrete objects, pictorial representations	
	Number –fractions	
20	I can recognise, find and name a half of an object or shape	
21	I can recognise, find and name a half of a quantity	
	Measurement	
	I can estimate a number of objects and check qualities to 20	
	I can estimate and measure length, weight and capacity using non-standard measure	
22	I can use standard units to measure metres,	
23	I can use standard units to measure kilograms	
24	I can use standard units to measure litres	
25	I can use standard units to measure hours and minutes	
26	I can recognise days of the week, months of the year and years	
27	I can order the days of the week and months of the year	
28	I can order events in a day or a week using terms such as before, after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening	
29	I can read the time to the hour	
30	I can recognise all coins and I know that pence is represented by p	
	Geometry – properties of shapes	
31	I can name and am beginning to describe some features of familiar 3D shape and 2D shapes	
32	I can make and describe models and pictures using 2D shapes	
33	I can continue repeating patterns and describe them	
	Geometry – position and direction	
34	I can identify objects that turn	
35	I can recognise and make whole and half turns	
36	I can use everyday language to describe the position of objects and directions and distance when moving eg, on a game board	

Dosthill Primary School My Targets in Mathematics A1		
	Number – number and place value	
1	I can count to and across 100, forwards and backwards, beginning with 0 or 1	
2	I can count to and across 100, forwards and backwards from any given number	
3	I can count to 100 in numerals	
4	I can identify and represent numbers using objects and pictorial representations including the number line,	
5	I can use the language of: equal to, more than, less than (fewer), most, least	
6	I can compare two numbers using the language 'more', 'less' 'bigger' and 'smaller'	
7	I can recognise odd and even numbers to 20	
8	I can read and write numbers from 1 to 50 in numerals	
9	I can read and write numbers from 1 to 20 in words.	
	Number – addition and subtraction	
10	I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	
11	I know addition facts for all numbers up to 20	
12	I know subtraction facts for all numbers up to 20	
13	I can add one-digit and two-digit numbers to 20, including zero	
14	I can subtract one-digit and two-digit numbers to 20, including zero	
15	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations	
16	I can solve missing number problems such as $7 = \square - 9$.	
	Number – multiplication and division	
17	I can solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations	
18	I can solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations	
19	I can solve one-step problems involving multiplication, by calculating the answer using arrays with the support of the teacher.	
20	I can solve one-step problems involving division, by calculating the answer using arrays with the support of the teacher.	
	Number –fractions	
21	I can recognise, find and name a half as one of two equal parts of an object or shape	
22	I can recognise, find and name a half as one of two equal parts of a quantity	
23	I can recognise, find and name a quarter as one of four equal parts of an object or shape	
24	I can recognise, find and name a quarter as one of four equal parts of a quantity.	
	Measurement	
25	I can compare, describe and solve practical problems for: lengths and heights	
26	I can compare, describe and solve practical problems for: mass/weight	
27	I can compare, describe and solve practical problems for: capacity and volume	
28	I can compare, describe and solve practical problems for: time	
29	I can measure and begin to record the following: lengths and heights	
30	I can measure and begin to record the following: mass/weight,	
31	I can measure and begin to record the following: capacity and volume	
32	I can measure and begin to record the following: time	
33	I can recognise and know the value of different denominations of coins (1p, 2p, 5p, 10p)	
34	I can sequence events in chronological order using language	
35	I can recognise and use language relating to dates, including days of the week, weeks, months and years	
36	I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	
	Geometry – properties of shapes	
37	I can recognise and name common 2-D [for example, rectangles (including squares), circles and	

	triangles]	
38	I can recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	
	Geometry – position and direction	
39	I can describe position, direction and movement, including whole, half and quarter turns	
40	I can describe position, direction and movement, including three-quarter turns.	

Dosthill Primary School My Targets in Mathematics B2		
	Number – number and place value	
1	I can count in steps of 2, 5, and 10 from 0, forward and backward	
2	I can count in 10's from any number	
3	I can explain what each digit in a two digit number represents, including numbers where 0 is a placeholder	
4	I can order two digit numbers on a number line	
5	I can use greater than (>) and less than (<) signs and equals to (=) to compare and order numbers	
6	I can describe and extend number sequences	
7	I can read and write numbers to at least 100 in numerals and in words	
8	I can use place value and number facts to solve problems.	
	Number – addition and subtraction	
9	I can solve problems with addition and subtraction: using concrete objects and pictorial representations	
10	I can recall and use addition and subtraction facts to 20 fluently	
11	I can add and subtract numbers using concrete objects and pictorial representations - a two-digit number and ones, a two-digit number and tens	
12	I can add and subtract numbers mentally, including: a two-digit number and ones, a two-digit number and tens	
13	I understand that addition and subtraction are inverse	
14	I can find and recall doubles of all numbers to 20 and the corresponding halves	
	Number – multiplication and division	
15	I can recall multiplication and division facts for the 2 and 10 multiplication tables	
16	I can recognising odd and even numbers to 10	
17	I can calculate mathematical statements for multiplication and division within the multiplication tables	
18	I can use symbols ×, ÷ = signs to record number sentences	
19	I can show that multiplication of two numbers can be done in any order (commutative)	
20	I can solve problems involving multiplication and division, using materials, arrays, and multiplication and division facts, including problems in contexts.	
	Number –fractions	
21	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a shape, set of objects or quantity	
22	I can count in halves to 10	
	Measurement	
23	I can estimate, and measure length, masses and capacities choosing and using standard units (m, cm, kg, litres)	
24		
25	I can compare length, masses and capacities choosing and using standard units (m, cm, kg, litres)	
26	I can suggest suitable units	
27	I can read numbered divisions on a scale, interpret divisions between them	
28	I can recognise and use the symbols for pounds (£) and pence (p)	
29	I can recognise coins and notes of different values I can match different combinations of coins to equal the same amount of money	
30	I can add and subtract money of the same unit	
31	I can tell and write the time to quarter past, quarter to and draw hands on a clock face to show these times	
	Geometry – properties of shapes	
32	I can recognise common 2d and 3d shapes	
33	I can make and describe shape patterns	
34	I can use mathematical language linked to shape eg angle, point	
35	I can make and describe shapes referring to their properties	
36	I can sort common 2d and 3d shapes and everyday objects	
	Geometry – position and direction	
37	I can follow and give instructions, involving position, direction and movement using mathematical vocabulary	
38	I can know that a right angle is a quarter turn	
39	I can recognise and use whole, half and quarter turns, clockwise and anti-clockwise	

	Statistics	
40	I can collect and record data in lists and tables,	
41	I can represent the data collected as block graphs or pictograms to communicate results, using ICT to present data	
41	I can use lists, tables and diagrams to sort objects and numbers, explaining choices using appropriate language, including 'not'	

Dosthill Primary School My Targets in Mathematics A2		
	Number – number and place value	
1	I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	
2	I can recognise the place value of each digit in a two-digit number (tens, ones)	
3	I can identify, represent and estimate numbers using different representations, including the number line	
4	I can compare and order numbers from 0 up to 100	
5	I can use <, > and = signs	
6	I can read and write numbers to at least 100 in numerals and in words	
7	I can use place value and number facts to solve problems.	
	Number – addition and subtraction	
8	I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
9	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
10	I can add and subtract numbers using concrete objects and pictorial representations - a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers	
11	I can add and subtract numbers mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers	
12	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	
13	I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
	Number – multiplication and division	
14	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,	
15	I can recognising odd and even numbers	
16	I can calculate mathematical statements for multiplication and division within the multiplication tables	
17	I can write mathematical statements using the multiplication (×), division (÷) and equals (=) signs	
18	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
19	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
	Number –fractions	
20	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	
21	I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	
	Measurement	
22	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
23	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =	
24	I can recognise and use symbols for pounds (£) and pence (p);	
25	I can combine amounts of money to make a particular value	
26	I can find different combinations of coins that equal the same amounts of money	
27	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
28	I can compare and sequence intervals of time	
29	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	
30	I know the number of minutes in an hour and the number of hours in a day.	
	Geometry – properties of shapes	
31	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	
32	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	
33	I can identify 2-D shapes on the surface of 3-D shapes	
34	I can compare and sort common 2-D and 3-D shapes and everyday objects	
	Geometry – position and direction	
35	I can order and arrange combinations of mathematical objects in patterns and sequences	

36	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line	
37	I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	
	Statistics	
38	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
39	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
40	I can ask and answer questions about totalling and comparing categorical data.	

Dosthill Primary School My Targets in Mathematics for B3		
	Number – number and place value	
1	I can read, write whole numbers to at least 1000 and position them on a number line	
2	I can partition three digit numbers into multiples of 100, 10 and 1	
3	I can round three digit numbers to the nearest 10 or 100	
4	I can give 10 more or less than a given number	
5	I can count from 0 in multiples of 11 and 12	
6	I can use place value and number facts to solve problems.	
7	I can estimate amounts	
	Number – addition and subtraction	
8	I can + and – mentally numbers up to 100	
9	I can use written methods to support and explain + and – of two digit numbers	
10	I can give estimations and approximations to sums and differences	
11	I can find and recall sums and differences of multiples of 10 and number pairs	
12	I can solve one and two step problems involving addition and subtraction	
	Number – multiplication and division	
13	I can recall and use multiplication and division facts for the 11 and 12 times tables	
14	I can recognise multiples of 2, 3, 4, 5 and 10 up to 100	
15	I can multiply a 2-digit number by a 1-digit number using mental and written methods	
16	I can solve one and two step problems involving multiplication and division	
	Number –fractions	
17	I can recognise fractions which are equivalent to 1	
18	I can count up and down in quarters up to 10	
19	I can recognise and name 2/3 of a whole	
20	I can recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators	
21	I can recognise and use fractions as numbers: unit fractions with small denominators	
22	I can add fractions with the same denominator within one whole	
23	I can compare and order fractions with the same denominators	
24	I can solve problems that involve unit fractions	
	Measurement	
25	I can recognise and use full names and abbreviations for metric units of measure	
26	I can measure, compare, add and subtract lengths (m, cm), mass (kg), volume/capacity (l)	
27	I can read to the nearest division scales that are numbered	
28	I can use scales that are numbered or partially numbered to measure and draw accurately.	
29	I can tell and write the time from an analogue clock and 12 hour digital clocks	
30	I can record and compare seconds and o'clock	
31	I can use vocabulary such as am/pm, morning, afternoon, noon and midnight	
32	I know the number of seconds in a minute.	
33	I know the number of days in each month	
	I can add and subtract money to find amounts and give change, using amounts up to £5	
	Geometry – properties of shapes	
35	I can make 2d and 3d shapes	
36	I can relate 2d and 3d shapes to drawings of them	
37	I can identify right angles	
38	I can identify horizontal and vertical lines	
	Geometry – position and direction	
39	I can use four compass directions to describe movement about a grid	
40	I can read and record the vocabulary of position, direction and movement	
	Statistics	
41	I can read, interpret and present data using tally charts, frequency charts, pictograms and bar charts where the scale is in ones	
42	I can suggest what information to collect and how to do it in order to solve a problem	
43	I can collect data to answer questions	
44	I can use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion	

Dosthill Primary School My Targets in Mathematics A3		
	Number – number and place value	
1	I can count from 0 in multiples of 4, 8, 50 and 100	
2	I can find 10 or 100 more or less than a given number	
3	I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	
4	I can compare and order numbers up to 1000	
5	I can identify, represent and estimate numbers using different representations	
6	I can read and write numbers up to 1000 in numerals and in words	
7	I can solve number problems and practical problems involving these ideas.	
	Number – addition and subtraction	
8	I can add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	
9	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	
10	I can estimate the answer to a calculation and use inverse operations to check answers	
11	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	
	Number – multiplication and division	
12	I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	
13	I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers, using mental calculations	
14	I am beginning to use formal written methods to write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers,	
15	I can solve problems, including missing number problems, involving multiplication and division	
16	I can solve positive integer scaling problems, involving multiplication and division	
17	I can solve correspondence problems in which n objects are connected to m objects, involving multiplication and division	
	Number –fractions	
18	I can count up and down in tenths	
19	I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	
20	I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
21	I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
22	I can recognise and show, using diagrams, equivalent fractions with small denominators	
23	I can add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	
24	I can compare and order unit fractions, and fractions with the same denominators	
25	I can solve problems that involve fractions	
	Measurement	
26	I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
27	I can measure the perimeter of simple 2-D shapes	
28	I can add and subtract amounts of money to give change, using both £ and p in practical contexts	
29	I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
30	I can estimate and read time with increasing accuracy to the nearest minute	
31	I can record and compare time in terms of seconds, minutes and hours	
32	I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	
33	I know the number of seconds in a minute and the number of days in each month, year and leap year	
34	I can compare durations of events	
	Geometry – properties of shapes	
35	I can draw 2-D shapes and make 3-D shapes using modelling materials	
36	I can recognise 3-D shapes in different orientations and describe them	
37	I can recognise angles as a property of shape or a description of a turn	

38	I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn	
39	I can identify whether angles are greater than or less than a right angle	
40	I can Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	
	Statistics	
41	I can interpret and present data using bar charts, pictograms and tables	
42	I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	

Dosthill Primary School My Targets in Mathematics for B4		
	Number – number and place value	
1	I understand and recognise the place value in three digit numbers	
2	I can compare and order numbers to 1000 and beyond	
3	I can give 100 more or less than a given number	
4	I can recognise sequences of numbers (multiples of 2, 3, 4, 5, 8, 10, 50 and 100)	
5	I can estimate and represent numbers up to 100 in different ways	
6	I can round two and three digit numbers to the nearest 10 or 100	
7	I can solve number and practical problems involving all of the above	
8	I can read Roman Numerals to 50	
	Number – addition and subtraction	
10	I can use written methods to support and explain + and – of three digit numbers (including column addition and subtraction)	
11	I can rapidly + and – mentally combinations of 3 digit numbers and ones, 3 digit numbers and tens, 3 digit numbers and hundreds.	
12	I can solve two step addition and subtraction problems with support	
13	I can use the inverse operations to check answers to addition and subtraction calculations	
	Number – multiplication and division	
13	I can rapidly recall and use multiplication and division facts for the 3, 4 and 8 times tables	
14	I can write and calculate mathematical statements for multiplication and division using the multiplication facts I have learnt	
15	I can use place value and derived facts to multiply mentally, including multiplying by 0 and 1	
16	I can multiply two-digit numbers by a one-digit number using written methods	
17	I can solve two step multiplication and division problems with support	
	Number –fractions (including decimals)	
18	I can identify, name and write fractions up to 1/12	
19	I can compare and order fractions with the same denominators	
20	I can identify pairs of fractions that add up to 1	
21	I can add and subtract fractions with the same denominator up to 1/12	
22	I can count up and down in 1/2, 1/4 and tenths and write the decimal equivalent	
23	I can solve problems involving fractions up to 1/12	
24	I can divide a one or two digit number by 10	
25	I can round decimals with two decimal places to the nearest 10, in the context of money	
26	I can compare numbers with two decimal places, in the context of money	
27	I can solve simple measure and money problems involving fractions and decimals	
	Measurement	
29	I can measure, compare, add and subtract time (hours, minutes and seconds)with accuracy	
30	I can accurately tell and write the time from an analogue clock using Roman numerals from 1 to X11 and 24 hour digital clocks	
31	I can estimate with increasing accuracy and read time accurately to the nearest minute (12 hour analogue and digital)	
32	I know the number of days I a year and leap year	
33	I can add and subtract increasing amounts of money to give change, using £ and p	
34	I can measure, compare, add, subtract, multiply and divide lengths(m, cm, mm), mass(kg, g), volume/capacity (l, ml)	
35	I can read to the nearest division or half division, scales that are numbered or partially numbered	
	Geometry – properties of shapes	
36	I can recognise 2d and 3d shapes in different orientations and describe them accurately	
37	I can show reflection symmetry by folding	
38	I can reflect shapes, presented on a grid, in a vertical or horizontal mirror line	
39	I can rotate shapes	
40	I know when a shape does not have a line of symmetry	
41	I can recognise angles as a property of a shape	
42	I can identify acute and obtuse angles and compare their size	
43	I can recognise perpendicular, parallel and curved lines	
44	I can use a compass to draw circles and arcs with a given radius	
45	I can measure the perimeter of simple shapes	
	Geometry – position and direction	

46	I can recognise angles as an amount of a turn	
	Statistics	
47	I can construct and interpret graphs with scales that are in ones. Twos or fives	
48	I can extract the data from tables, diagrams, tally charts, pictograms and bar charts to answer particular questions	
49	I can construct and interpret sorting diagrams using two criteria	

Dosthill Primary School My Targets in Mathematics A4		
	Number – number and place value	
1	I can count in multiples of 6, 7, 9, 25 and 1000	
2	I can find 1000 more or less than a given number	
3	I can count backwards through zero to include negative numbers	
4	I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	
5	I can order and compare numbers beyond 1000	
6	I can identify, represent and estimate numbers using different representations	
7	I can round any number to the nearest 10, 100 or 1000	
8	I can solve number and practical problems that involve all of the above and with increasingly large positive numbers	
9	I can read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.	
	Number – addition and subtraction	
10	I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction	
11	I can estimate and use inverse operations to check answers to a calculation	
12	I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	
	Number – multiplication and division	
13	I can recall multiplication and division facts for multiplication tables up to 12 × 12	
14	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	
15	I can recognise and use factor pairs and commutativity in mental calculations	
16	I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
17	I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	
	Number –fractions (including decimals)	
18	I can recognise and show, using diagrams, families of common equivalent fractions	
19	I can count up and down in hundredths	
20	I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
21	I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
22	I can add and subtract fractions with the same denominator	
23	I can recognise and write decimal equivalents of any number of tenths or hundredths and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	
24	I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
25	I can round decimals with one decimal place to the nearest whole number	
26	I can compare numbers with the same number of decimal places up to two decimal places	
27	I can solve simple measure and money problems involving fractions and decimals to two decimal places.	
	Measurement	
28	I can convert between different units of measure [for example, kilometre to metre; hour to minute]	
29	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
30	I can find the area of rectilinear shapes by counting squares	
31	I can estimate, compare and calculate different measures, including money in pounds and pence	
32	I can read, write and convert time between analogue and digital 12- and 24-hour clocks	
33	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	
	Geometry – properties of shapes	
34	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
35	I can identify acute and obtuse angles and compare and order angles up to two right angles by size	
36	I can identify lines of symmetry in 2-D shapes presented in different orientations	

37	I can complete a simple symmetric figure with respect to a specific line of symmetry.	
	Geometry – position and direction	
38	I can describe positions on a 2-D grid as coordinates in the first quadrant	
39	I can describe movements between positions as translations of a given unit to the left/right and up/down	
40	I can plot specified points and draw sides to complete a given polygon.	
	Statistics	
41	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	
42	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	

Dosthill Primary School My Targets in Mathematics for B5		
	Number – number and place value	
1	I can read, write order and compare numbers beyond 10,000	
2	I can recognise the place value of each digit in numbers up to 10,000	
3	I can count forwards and backwards in steps of 100 and 1000	
4	I can round any number up to 10,000 to the nearest 10, 100 and 1000	
5	I can recognise negative numbers and begin to position them on a number line	
6	I can read Roman numerals to 1000 (M)	
	Number – addition and subtraction	
7	I can add and subtract whole numbers with up to 5 digits, including using formal written methods	
8	I can add and subtract up to 3 digit numbers mentally	
9	I can solve one and two step addition and subtraction problems involving whole number	
	Number – multiplication and division	
10	I can identify multiples and common multiples for the multiplication facts I know	
11	I know and use the vocabulary of prime numbers	
12	I can identify prime numbers up to 50	
13	I can rapidly recall multiplication and division facts for times tables to 12 x 12	
14	I can multiply 2 and 3 digit numbers by a 1 or 2 digit number using formal written methods	
15	I can multiple and divide numbers by 10 and 100	
16	I can recognise and use square numbers and the notation for square (^{2})	
17	I can solve one and two step multiplication problems problems involving whole number	
	Number – fractions (including decimals and percentages)	
18	I can recognise mixed numbers and improper fractions	
19	I can add and subtract fractions with the same denominator	
20	I can recognise and use thousandths and relate them to tenths and hundredths	
21	I can use and begin to understand decimals in measures context	
22	I can use simple equivalent fractions involving 1/2's, 1/3's, 1/4's, 1/5's 1/6's, 1/8's and 1/10's and pairs of fractions that make 1	
23	I can recognise the per cent symbol (%) and I understand that per cent relates to parts per hundred	
24	I can solve one and two step problems involving whole number and decimals	
	Measurement	
25	I can record, estimate and read from scales (labelled and unlabelled)	
26	I can use calendars	
27	I can recognise volume in practical contexts eg, using sand, water, 1cm^3 blocks to build cubes and cuboids	
28	I can use perimeter measures to calculate areas	
29	I can read and convert time between analogue and digital 12 and 24 hour clocks	
	Geometry – properties of shapes	
30	I can measure acute and obtuse angles to the nearest 5°	
31	I can reflect simple shapes in a mirror line parallel or perpendicular to one side, including where there is a distance between the mirror and the shape	
32	I can recognise and compare right angled and equilateral triangles	
33	I can identify and name parallelogram, rhombus and trapezium	
34	I can identify cubes and cuboids from 2D representations (nets)	
	Geometry – position and direction	
35	I can identify right angles and 1/4 turns as 90° and angles on a point on a straight line and 1/2 a turn as 180°	
	Statistics	
36	I can construct and interpret graphs with scales that are in ones. twos or fives (and other steps in appropriate contexts)	
37	I can suggest appropriate scales	

Dosthill Primary School My Targets in Mathematics A5		
	Number – number and place value	
1	I can read, write, order and compare numbers to at least 1 000 000, determine the value of each digit and solve number problems and practical problems	
2	I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 and solve number problems and practical problems	
3	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers and solve number problems and practical problems	
4	I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and solve number problems and practical problems using rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
5	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
	Number – addition and subtraction	
6	I can add and subtract whole numbers with more than 4 digits, including using formal written methods and add and subtract numbers mentally with increasingly large numbers and can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
	Number – multiplication and division	
7	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	
8	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	
9	I can establish whether a number up to 100 is prime and can recall prime numbers up to 19	
10	I can multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers	
11	I can multiply and divide numbers mentally drawing upon known facts (up to 12 x 12)	
12	I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	
13	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	
14	I can recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	
15	I can solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes	
16	I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
	Number – fractions (including decimals and percentages)	
17	I can compare and order fractions whose denominators are all multiples of the same number	
18	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
19	I can recognise mixed numbers and improper fractions and can convert from mixed numbers and improper fractions and visa versa	
20	I can write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	
21	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number	
22	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
23	I can read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]	
24	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
25	I can round decimals with two decimal places to the nearest whole number and to one decimal place	
26	I can read, write, order and compare numbers with up to three decimal places and solve problems involving numbers up to three decimal places	
27	I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', writing percentages as a fraction with denominator 100, and as a decimal	
28	I can solve problems which require knowing percentage 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.	
	Measurement	
29	I can convert between different units of metric measure (eg, kl and m; cm and m; cm and mm; g and kg; l and ml)	
30	I can understand and use approximate equivalences between metric units and common imperial units eg, inches, pounds, pints	

31	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
32	I can calculate and compare the area of rectangles (including squares), including using standard units, square cm (cm^2) and square m (m^2) and I can estimate the area of irregular shapes	
33	I can estimate volume [eg, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [eg, using water]	
34	I can solve problems involving converting between units of time	
35	I can use all four operations to solve problems involving measure [length, mass, volume, money] using decimal notation, including scaling.	
	Geometry – properties of shapes	
36	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations	
37	I know angles are measured in degrees, can draw angles, and measure them in degrees, estimate and compare acute, obtuse and reflex angles	
38	I can identify: angles at a point and one whole turn, angles at a point on a straight line and half a turn, other multiples of 90°	
39	I can use the properties of rectangles to deduce related facts and find missing lengths and angles	
40	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
	Geometry – position and direction	
41	I can identify, describe and represent the position of a shape following a reflection or a translation, using the appropriate language, and know that the shape has not changed.	
	Statistics	
42	I can solve comparison, sum and difference problems using information presented in a line graph	
43	I can complete, read and interpret information in tables, including timetables.	

Dosthill Primary School My Targets in Mathematics for B6		
	Number – number and place value	
1	I can read, write order and compare numbers up to 1 million and beyond	
2	I can recognise the place value of each digit in numbers up to 1 million and beyond	
3	I can recognise years written in Roman Numerals	
4	I can solve number and practical problems that involve all of the above	
	Number – addition, subtraction, multiplication and division	
5	I can add and subtract negative integers	
6	I can multiply numbers with 4 digits by a 2 digit whole number using long multiplication	
7	I can divide numbers with up to 4 digits by a 2 digit number using long division, with support	
8	I can interpret remainders as whole number remainders, decimals or by rounding	
9	I can use mixed operations when working mentally	
10	I can rapidly recall and use multiplication and division facts for times tables to 12 x 12	
11	I can use a combination of all four operations when calculating	
12	I can identify factors and common factors for the multiplication facts I know	
13	I can solve word problems using all four operations	
	Number – fractions (including decimals and percentages)	
14	I can confidently convert mixed number fractions to and from improper fractions	
15	I can add and subtract mixed number fractions with different denominators	
16	I can write an answer to a fraction calculation in its simplest form	
17	I can identify the value of each digit to three decimal places	
18	I can find the percentage of a whole number (15% of 360)	
19	I can decide whether an answer should be rounded, written as a fraction or decimal when solving problems	
	Ratio and Proportion	
20	I can use ratios to show relative sizes of two quantities	
21	I can recognise and use division in the context of fractions, percentages and ratio	
	Algebra	
22	I can use simple formulae, with support	
23	I can generate linear number sequences	
24	I can express missing number problems algebraically	
	Measurement	
25	I can convert up to 1000cm to metres and visa versa	
26	I can measure force in Newtons (N) using a range of scales	
27	I can accurately read time on a 24 hour digital clock	
28	I can use tables that include time (12 hour clock)	
29	I am beginning to recognise, with support, when it is possible to use formulae for area and volume of shapes	
30	I can calculate the area of shapes	
31	I can calculate, estimate and compare volume of cubes using standard units, including cubic centimetres (cm^3)	
	Geometry – properties of shapes	
32	I can draw a given angles, writing its size in degrees	
33	I can order a set of 4 angles less than 180°	
34	I can complete symmetrical patterns with two lines of symmetry at right angles (using squared paper)	
35	I can recognise properties of rectangles	
36	I can calculate, estimate and compare the area of squares, rectangles using standard units, including cm^2 and m^2	
	Geometry – position and direction	
37	I can use and interpret coordinates in the first quadrant	

	Statistics	
38	I can interpret simple line graphs	
39	I can explain why a chosen graph is appropriate for the given data	
40	I understand and can find the mode and range of a set of data when asked	

Dosthill Primary School My Targets in Mathematics A6		
	Number – number and place value	
1	I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	
2	I can round any whole number to a required degree of accuracy	
3	I can use negative numbers in context, and calculate intervals across zero	
4	I can solve number and practical problems that involve all of the above.	
	Number – addition, subtraction, multiplication and division	
5	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	
6	I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division	
7	I can interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	
8	I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	
9	I can perform mental calculations, including with mixed operations and large numbers	
10	I can identify common factors, common multiples and prime numbers	
11	I can use my knowledge of the order of operations to carry out calculations involving the four operations	
12	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
13	I can solve problems involving addition, subtraction, multiplication and division	
14	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	
	Number – fractions (including decimals and percentages)	
15	I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination	
16	I can compare and order fractions, including fractions > 1	
17	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
18	I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]	
19	I can divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	
20	I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]	
21	I can identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	
22	I can multiply one-digit numbers with up to two decimal places by whole numbers	
23	I can use written division methods in cases where the answer has up to two decimal places	
24	I can solve problems which require answers to be rounded to specified degrees of accuracy	
25	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	
	Ratio and Proportion	
26	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	
27	I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	
28	I can solve problems involving similar shapes where the scale factor is known or can be found	
29	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	
	Algebra	
30	I can use simple formulae	
31	I can generate and describe linear number sequences	
32	I can express missing number problems algebraically	
33	I can find pairs of numbers that satisfy an equation with two unknowns	
34	I can numerate possibilities of combinations of two variables.	
	Measurement	
35	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	

36	I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	
37	I can convert between miles and kilometres	
38	I can recognise that shapes with the same areas can have different perimeters and vice versa	
39	I can recognise when it is possible to use formulae for area and volume of shapes	
40	I can calculate the area of parallelograms and triangles	
41	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].	
	Geometry – properties of shapes	
42	I can draw 2-D shapes using given dimensions and angles	
43	I can recognise, describe and build simple 3-D shapes, including making nets	
44	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
45	I can Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
46	I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	
	Geometry – position and direction	
47	I can describe positions on the full coordinate grid (all four quadrants)	
48	I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
	Statistics	
49	I can interpret and construct pie charts and line graphs and use these to solve problems	
50	I can calculate and interpret the mean as an average.	

Dosthill Primary School My Targets in Mathematics B7		
	Number – number and place value	
1	I can recall prime numbers up to 50	
2	I understand the use of notation for powers and know the meaning of the square root symbol (√)	
3	I can identify the first 5 triangular numbers and the first 10 square numbers	
4	I can use linear number patterns to solve problems	
5	I can identify a common denominator that can be used to order a set of fractions, mixture of fractions, decimals and negative numbers	
6	I can approximate by rounding to any number of decimal places and know how to identify the first significant figure in any number	
7	I understand estimating as finding a rough value of an answer or calculation and estimate calculations by rounding numbers to one significant figure	
	Number – addition, subtraction, multiplication and division	
8	I can use knowledge of place value to multiply and divide with decimals	
9	I am fluent at multiplying a three-digit or a two-digit number by a two-digit number	
10	I am fluent when using the method of short division	
11	I know the order of operations for the four operations and understand and apply the fact that addition and subtraction have equal priority	
	Number – fractions (including decimals and percentages)	
12	I can write one quantity as a fraction of another where the fraction is less or greater than 1	
13	I can write a fraction in its lowest terms by cancelling common factors	
14	I understand that a percentage means 'number of parts per hundred'	
15	I can apply addition and subtraction to proper fractions, improper fractions and mixed numbers	
16	I can use calculators to find a percentage of an amount and to increase (decrease) an amount by a percentage using multiplicative methods	
17	I can calculate the percentage change in a given situation, including percentage increase / decrease	
	Ratio and Proportion	
18	I can describe a comparison of measurements or objects using the language 'a to b'	
19	I can simplify a ratio by cancelling common factors and identify when a ratio is written in its lowest terms	
20	I can find the value of a 'unit' in a division in a ratio problem and express correctly the solution to a division in a ratio problem	
	Algebra	
21	I know the meaning of expression, term, formula, equation, function and the basic algebraic notation (the rules of algebra)	
22	I can identify like terms in an expression and simplify an expression by collecting like terms	
23	I know how to multiply a (positive) single term over a bracket (the distributive law)	
24	I can use a term-to-term rule to generate a linear or non-linear sequence and describe the number sequence and solve problems involving this	
25	I can solve one-step equations when the solution is a whole number(fraction)and two-step equations(including brackets)when the solution is a whole number	
	Measurement	
26	I can use a ruler to accurately measure line segments to the nearest millimetre and a protractor to accurately measure angles to the nearest degree	
27	I can convert fluently between metric units of length, mass, volume/capacity, time, money and solve problems that involve converting between units	
28	I recognise that the value of the perimeter can equal the value of area and I use standard formulae for area and volume	
29	I know that the area of a trapezium is given by the formula area = 1/2 × (a + b) × h = $\left(\frac{a+b}{2}\right)h = \frac{(a+b)h}{2}$ calculate the area of a trapezium	
	Geometry – properties of shapes	
30	I can identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	
31	I can use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries	
32	I can derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language	
33	I can apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles	
	Geometry – position and direction	
34	I can identify fluently angles at a point, angles at a point on a line and vertically opposite angles	
35	I can use knowledge of angles to calculate missing angles in geometrical diagrams	
36	I know that angles in a triangles total 180° and can find missing angles in triangles	

37	I can write the equation of a line parallel to the x-axis or the y-axis and draw a line parallel to the x-axis or the y-axis given its equation	
38	I can carry out a reflection in a diagonal mirror line (45° from horizontal)	
39	I can describe a translation as a 2D vector	
40	I understand the concept and language of rotations and carry out a rotation using a given angle, direction and centre of rotation	
	Statistics	
41	I know the meaning of categorical and discrete data	
42	I can interpret and construct frequency tables, pictograms (bar charts, tables) and know their appropriate use	
43	I can interpret pie charts and know their appropriate use and construct pie charts when the total frequency is not a factor of 360	
44	I understand the mode and median as measures of typicality (or location) and find the median of a set of data when there are an even number of numbers in the data set	

Dosthill Primary School My Targets in Mathematics A7		
	Number – number and place value	
1	I know how to test if a number up to 150 is prime	
2	I recognise when a problem involves using the highest common factor of two numbers or the lowest common multiple of two numbers	
3	I use a scientific calculator to calculate powers and roots and make the connection between squares and square roots (and cubes and cube roots)	
4	I can identify the first 10 triangular numbers, the first 15 square numbers and the first 5 cube numbers	
5	I can order fractions where the denominators are not multiples of each other	
6	I can use inequality symbols to compare numbers	
7	I can use estimation to predict the order of magnitude of the solution to a (decimal) calculation	
8	I can use cancellation to simplify calculations	
	Number – addition, subtraction, multiplication and division	
9	I can use knowledge of place value to divide a decimal	
10	I know the order of operations for the four operations	
11	I can use brackets in problem involving the order of operations and understand and apply the fact that multiplication and division have equal priority	
	Number – fractions (including decimals and percentages)	
12	I can write a percentage as a fraction and a quantity as a percentage of another	
13	I can multiply and divide mixed numbers, proper and improper fractions and divide a proper fraction by a proper fraction	
14	I can identify the multiplier for a percentage increase or decrease	
15	I can use calculators to increase (decrease) an amount by a percentage using multiplicative methods	
16	I can compare two quantities using percentages	
17	I know that percentage change = actual change ÷ original amount	
	Ratio and Proportion	
18	I can describe a comparison of measurements or objects using ratio notation a:b	
19	I can use ratio notation to describe a comparison of more than two measurements or objects and state a ratio of measurements in the same units	
20	I can identify when a ratio is written in its lowest terms	
21	I can divide a quantity in two parts in a given part: part or part: whole ratio	
	Algebra	
22	I can substitute positive numbers into expressions and formulae	
23	Given a function, I can establish outputs from given inputs and visa versa	
24	I can use a mapping diagram (function machine) to represent a function and use an expression to represent a function	
25	I can use the order of operations correctly in algebraic situations	
26	I can find the term-to-term rule for a sequence and solve problems involving the term-to-term rule for a sequence or a non-numerical sequence	
27	I can solve two-step and three-step equations (including the use of brackets) when the solution is a fraction or a whole number	
	Measurement	
28	I can solve practical problems that involve converting between units and state conclusions clearly using the units correctly	
29	I can find missing lengths in 2D shapes when the area is known and missing lengths in 3D shapes when the volume or surface area is known	
30	I understand the meaning of surface area and find the surface area of cuboids (including cubes) when lengths are known	
	Geometry – properties of shapes	
31	I can identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	
32	I can use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries	
33	I can derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language	
34	I can apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles	
	Geometry – position and direction	
35	I can identify known angle facts in more complex geometrical diagrams	
36	I can find missing angles in isosceles triangles and explain reasoning using vocabulary of angles	
37	I can identify the lines $y = x$ and $y = -x$ and draw the lines $y = x$ and $y = -x$	
38	I can find and name the equation of the mirror line for a given reflection	
39	I can understand the concept and language of rotations and describe a rotation using mathematical language	
	Statistics	
40	I can construct and interpret comparative bar charts and choose appropriate graphs or charts to represent data	
41	I can construct and interpret vertical line charts	
42	I can find the mode and median of set of data and use the mean to find a missing number in a set of data	
43	I can calculate the mean, median and mode from a frequency table	
44	I understand the range as a measure of spread (or consistency) and calculate the range of a set of data	
45	I can analyse and compare sets of data appreciate the limitations of different statistics (mean, median, mode, range)	