



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

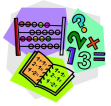
- I can estimate a number of objects and check quantities to 20
- I can estimate and measure length, weight and capacity using non-standard measure
- 22 I can use standard units to measure metres,
- 23 I can use standard units to measure kilograms
- 24 I can use standard units to measure litres
- 25 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

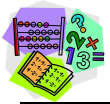
- 21 I can recognise, find and name a half as one of two equal parts of an object or shape
- 22 I can recognise, find and name a half as one of two equal parts of a quantity
- 23 I can recognise, find and name a quarter as one of four equal parts of an object or shape
- 24 I can recognise, find and name a quarter as one of four equal parts of a quantity.

Measurement

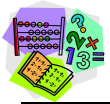
- 25 I can compare, describe and solve practical problems for: lengths and heights
- 26 I can compare, describe and solve practical problems for: mass/weight
- 27 I can compare, describe and solve practical problems for: capacity and volume
- 28 I can compare, describe and solve practical problems for: 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].	
<i>Geometry - position and direction</i>		
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 \times , \div = 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

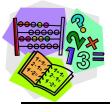
- 23 I can estimate, and measure length, masses and capacities choosing and using standard units (m, cm, kg, litres)
- 24
- 25 I can compare length, masses and capacities choosing and using standard units (m, cm, kg, litres)
- 26 I can suggest suitable units
- 27 I can read numbered divisions on a scale, 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
- 30 I can match different combinations of coins to equal the same amount of money
- 31 I can add and subtract money of the same unit
- 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 (x), 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

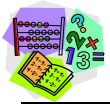
22	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
23	I can compare and order lengths, mass, volume/capacity 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	
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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 $\frac{2}{3}$ 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

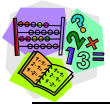
Statistics

- 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

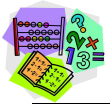


Dosthill Primary School My Targets in Mathematics A3

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	

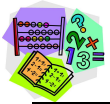


38	I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn	
39	I can identify whether angles are greater than or less than a right angle	
40	I can identify horizontal and vertical lines and pairs of perpendicular and 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 $\frac{1}{12}$	
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 $\frac{1}{12}$	
22	I can count up and down in $\frac{1}{2}$, $\frac{1}{4}$ and tenths and write the decimal equivalent	
23	I can solve problems involving fractions up to $\frac{1}{12}$	
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 XI 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		

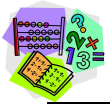


46	I can recognise angles as an amount of a turn	
Statistics		
47	I can construct and interpret graphs with scales that are in ones, Twos or fives	
48	I can extract the data from tables, diagrams, tally charts, pictograms and bar charts to answer particular questions	
49	I can construct and interpret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

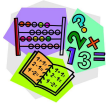


Dosthill Primary School My Targets in Mathematics A4

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 x 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 multiply and divide numbers by 10 and 100 |
| 16 | I can recognise and use square numbers and the notation for square (\square) |
| 17 | I can solve one and two step multiplication 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

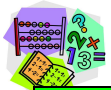
- | | |
|----|--|
| 30 | I can measure acute and obtuse angles to the nearest 5° |
| 31 | I can reflect simple shapes in a mirror line parallel or perpendicular to one side, including where there is a distance between the mirror and the shape |
| 32 | I can recognise and compare right angled and equilateral 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	

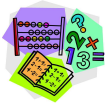


31	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
32	I can calculate and compare the area of rectangles (including squares), including using standard units, square cm (cm ²) and square m (m ²) and I can estimate the area of irregular shapes	
33	I 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.	



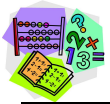


Dosthill Primary School My Targets in Mathematics for E6		
Number – number and place value		
1	I can read, write order and compare numbers up to 1 million and beyond	
2	I can recognise the place value of each digit in numbers up to 1 million and beyond	
3	I can recognise years written in Roman Numerals	
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 ($\sqrt{\quad}$) | |
| 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 $\text{area} = \frac{1}{2} \times (a + b) \times h = \left(\frac{a+b}{2}\right) h = \frac{(a+b)h}{2}$ 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 = $\frac{\text{actual change}}{\text{original amount}}$ | |

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) | |