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| **1c** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can read numbers up to 10 |  |  |  |
| I can count up to 10 objects |  |  |  |
| I can say the number names in order up to 20 |  |  |  |
| I can write at least 4 numbers up to 10.  |  |  |  |
| When someone gives me a small number of objects (fewer than 10), I can say what is one more or one less |  |  |  |
| I can say one more or less than a number up to 10  |  |  |  |
| I know some words for adding and subtracting (R) |  |  |  |
| I can recognise, draw and talk about simple patterns including pictures and musical patterns  |  |  |  |
| I can match and sort 2-D shapes in activities.  |  |  |  |
| I can use 3D shapes to make models, pictures and patterns |  |  |  |
| I know everyday words for properties and positions, for example,’ top’,’ bottom’, ‘side’ |  |  |  |
| I can use more, less, greater, smaller with measures |  |  |  |
| I can answer questions about time (e.g. tell someone the days of the week in order, or say what happens in different parts of the day) |  |  |  |
| I can put familiar events in the right order (e.g. picture cards showing 4 events in a day) |  |  |  |
| I can sort things into 2 sets when someone tells me how they want it done (e.g. Red and not red) |  |  |  |

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| **1b** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can count at least 20 objects  |  |  |  |
| I can write numerals up to 10 with some numbers back to front |  |  |  |
| I can add by putting two groups together  |  |  |  |
| I can show someone what subtracting and adding means using blocks, counters or number lines |  |  |  |
| I can solve problems using adding and subtracting numbers up to 7 |  |  |  |
| I can use more, less, greater, smaller with numbers  |  |  |  |
| I can continue g simple patterns which someone else has started, (e.g. red cylinder, blue cube, red cylinder  |  |  |  |
| I can recognise names and find simple 3D and 2D shapes (square, circle, rectangle, triangle, cube, sphere, cone) |  |  |  |
| I know the words “face” “side” ” edge” and “corner” and can describe 2D and 3D shapes using them |  |  |  |
| I can use everyday words to describe position (such as ‘on top’, in front of’, ‘behind’, ‘in the middle’ and ‘in between’).  |  |  |  |
| I can compare the lengths of 2 things  |  |  |  |
| I can make simple estimates (e.g., the number of strides across a room), with numbers below 10 |  |  |  |
| I can talk about time and answer questions about time in context (e.g. seasons, late, early, old, new) |  |  |  |
| I can order familiar events in a day, or in a week or in a story |  |  |  |
| I can choose ways of sorting things into 2 groups and talk about why I have put things in a particular set |  |  |  |
| I can use counting up to ten to solve simple problems (e.g. How many more do I have now?) |  |  |  |

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| **1a** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can put numbers from 1 to 20 in order  |  |  |  |
| I recognise 0 as ‘none’ and ‘zero’ in stories and rhymes and when counting and ordering. |  |  |  |
| When I count objects, I can write the number down correctly |  |  |  |
| I know that when you put 2 groups together it is called adding and I can count on using a number line up to 10  |  |  |  |
| I understand subtraction as counting back using a bead string or number line with numbers up to 10  |  |  |  |
| I can count on or back from any small number  |  |  |  |
| I can solve problems using adding and subtracting numbers up to 10  |  |  |  |
| I can use words like more, less or equal with numbers  |  |  |  |
| I can create simple spatial patterns, (e.g. red cylinder, blue cube, red cylinder ) |  |  |  |
| I can name and describe cubes, cuboids, spheres, cylinders, cones, circles, squares triangles and rectangles  |  |  |  |
| I can sort 3-D and 2-D shapes in terms of faces, edges and sides and compare them (using terms such as ‘larger’, ‘smaller’, ‘curved’ and ‘straight’) |  |  |  |
| I understand symbols such as arrows which tell me about directions. |  |  |  |
| I can compare the masses (weights) of 2 things  |  |  |  |
| I can compare the capacities of 2 things  |  |  |  |
| I can make quite accurate estimates (e.g. estimate the number of cubes that will fit into a box) with numbers to 20 |  |  |  |
| I understand and use the vocabulary of time including the passing of time (e.g. how long will it take to, how often) |  |  |  |
| I can read and use o'clock time and match it to things that happen in a normal day (e.g. lunch) |  |  |  |
| I can choose ways of sorting things into 3 groups and talk about why I have put things in a particular set  |  |  |  |
| I can record my sorting in pictures and discuss it. |  |  |  |

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| **2c** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can count at least 30 objects accurately and say number names to 100  |  |  |  |
| I can say what is 10 more or less than a number up to 30  |  |  |  |
| I can say what is one more or less than a number up to 100  |  |  |  |
| I sometimes mix up Tens and Ones digits when I read 2-digit numbers |  |  |  |
| I can order 4 numbers up to 50 |  |  |  |
| I can partition numbers into 10s and 1s using arrow cards or blocks to help |  |  |  |
| I can say or write the sequences 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 |  |  |  |
| I know by heart all number pairs that make 10  |  |  |  |
| I can solve practical number problems involving adding or subtracting, using numbers to 20 |  |  |  |
| Use mental recall of addition and subtraction facts to 6 |  |  |  |
| I sometimes use +, - and = signs when I write down what I have done |  |  |  |
| I can add or subtract using number lines and hundred squares, counting on and back in ones up to 30 |  |  |  |
| I can spot and carry on with a number pattern (going up or down in 1s or 2s,) |  |  |  |
| I recognise odd and even numbers to 10 |  |  |  |
| I sometimes recognise ½ and ¼ in practical contexts |  |  |  |
| I can match solid shapes to photos of them |  |  |  |
| I can move in whole and half turns to the left or right when someone asks me to |  |  |  |
| I can fold shapes in half making symmetrical patterns |  |  |  |
| I can use measures like cubes or pencil lengths and make reasonable estimates  |  |  |  |
| I can tell the time in whole hours using a clock with hands |  |  |  |
| I can record sorting in simple lists and tables if a grown-up helps me |  |  |  |

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| **2a** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can count to at least 100 and group objects, to make counting easier  |  |  |  |
| I can count on or back in ones or tens from any number up to 100 and even further |  |  |  |
| I can read and write all numbers up to 100 (Y2) |  |  |  |
| I can put any 6 numbers up to 100 in order (Y2) |  |  |  |
| I can read, write and partition some 3-digit numbers  |  |  |  |
| I can round 2 digit numbers to the nearest 10 |  |  |  |
| I know by heart the 5 times table (Y2) |  |  |  |
| I can solve problems using the addition and subtraction facts to 10 that I know  |  |  |  |
| I can solve simple number problems, choosing the right operation (+ or -) and explain how to work them out. |  |  |  |
| I know pairs of ‘tens’ numbers that make 100, e.g. 30 + 70.  |  |  |  |
| I can add and subtract numbers under 20 in my head. |  |  |  |
| I can double numbers to 10 and halve numbers to 20, e.g. double 9 is 18, and half of 18 is 9. |  |  |  |
| I can use x 2 to represent doubling, and ÷ 2 to represent halving |  |  |  |
| I can choose the right operation to solve + and - problems using number lines, hundred squares etc where appropriate |  |  |  |
| I can add or subtract using two-digit numbers that cross the tens or hundred boundaries (e.g. 28 + 37 or 103 – 18) |  |  |  |
| I can use my knowledge that subtraction is the inverse of addition when calculating the answer to any 2-digit number problem |  |  |  |
| I can solve simple number problems involving multiplication, or division without remainders (e.g. x2, ÷ 2, x10) |  |  |  |
| I can spot and carry on with a number pattern (counting in 2's, 3's, 4's, 5's or 10's from any 2 digit number), |  |  |  |
| I recognise 3 digit odd and even numbers |  |  |  |
| **2a** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can use mental calculation strategies to solve number problems involving money and measures. |  |  |  |
| I know that two halves or 4 quarters make 1 whole and that two quarters and 1 half are equivalent |  |  |  |
| I can use pictures of familiar 3-D and 2-D shapes as a prompt to help describe their properties including numbers of edges, sides, faces and vertices |  |  |  |
| I can recognise right angles in turns and 2D shapes and give instructions using language of turn  |  |  |  |
| I almost always recognise one line of symmetry |  |  |  |
| I can use standard units of length, mass and capacity to estimate and measure and suggest suitable units and equipment for such measurements |  |  |  |
| I can read simple scales with divisions in 1s or 10s |  |  |  |
| I can tell the time including quarter to the hour and I understand what 7:30 and 12:15 means |  |  |  |
| I can record sorting in simple lists, tables and charts without help |  |  |  |
| I can use information from graphs and charts where the scale is in ones and use this to solve simple problems. |  |  |  |

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| **3c** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can count on or back in tens from any number up to 1000  |  |  |  |
| I can read and write numbers to at least 1000  |  |  |  |
| I can put numbers in order to at least 1000 and position them on a number line |  |  |  |
| I know what each digit in a 3 digit number represents,  |  |  |  |
| I can partition a number into 100s, 10s and 1s  |  |  |  |
| I can recognise and continue sequences (in 2's, 3's, 4's, S's or 10's) from any 2 or 3 digit number |  |  |  |
| I know by heart all the number facts of numbers up to 20  |  |  |  |
| I can add or subtract a near multiple of 10  |  |  |  |
| I can choose the best strategy to add or subtract two-digit and three-digit numbers that cross the tens or hundred boundaries |  |  |  |
| I can use £.p notation (I sometimes make mistakes with numbers like £1 + 6p) |  |  |  |
| I know by heart the 2, 5, and 10 multiplication tables  |  |  |  |
| I can solve word problems  |  |  |  |
| If I know how to multiply 2 numbers I know how to divide (e.g. 6 x 4 = 24, so 24 ÷ 4 = 6)  |  |  |  |
| I can find simple fractions of numbers (e.g. ¼or ½ of 12 (Y3) |  |  |  |
| I can find simple fractions of shapes |  |  |  |
| I can make and describe right angles, including turns between the four compass points and compare right angles with other angles |  |  |  |
| I recognise and know names and properties of a good range of 3D and 2D shapes (e.g. hemisphere, prism, semi- circle, quadrilateral)  |  |  |  |
| I can classify 2D and 3D shapes using criteria such as right angles and lengths of sides |  |  |  |
| I can use simple coordinates to identify squares on a grid with rows and columns labelled  |  |  |  |
| I can estimate & measure lengths, masses and capacities using standard units (kms and metres, kgs and grams) |  |  |  |
| I can read a scale to the nearest mark  |  |  |  |
| I can read the time to the nearest 5 minutes on an analogue and 12-hour digital clock |  |  |  |
| I can create and interpret simple lists and tables to solve problems  |  |  |  |
| I can complete and interpret sorting diagrams with two criteria. |  |  |  |
| I can draw and interpret graphs with scales that are in twos (I sometimes need help drawing the axes). |  |  |  |

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| **3b** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I recognise negative numbers on thermometers |  |  |  |
| I can read all 3 digit numbers and write most of these |  |  |  |
| I can use symbols >,< and =  |  |  |  |
| I know what each digit in a 3 digit number represents, including 0 as a place holder (e.g. 307 = 300 + 7),  |  |  |  |
| I can use mental recall of addition and subtraction facts to 20 and apply to problems with small numbers  |  |  |  |
| I can quickly work out all number pairs that total 100  |  |  |  |
| I can use informal written methods when solving addition and subtraction problems |  |  |  |
| I can use £.p notation accurately and I am starting to use decimal notation in measures contexts |  |  |  |
| I can solve problems with money using £ and pence |  |  |  |
| In my head I can add two numbers up to 100  |  |  |  |
| I know the division facts for the 2, 5 and 10 times table  |  |  |  |
| I can solve number problem involving multiplication or division, including those that give rise to remainders using TU x U or TU ÷ U |  |  |  |
| I can position fractions on a number line and I sometimes recognise simple equivalent fractions |  |  |  |
| I can find fractions of numbers (e.g. ¾, or 3/8 of 24) |  |  |  |
| I know that a straight line is equivalent to 2 right angles |  |  |  |
| I can identify right angles |  |  |  |
| I can make and construct shapes discussing properties |  |  |  |
| I can classify and describe regular and irregular polygons using mathematical properties, including types of triangle |  |  |  |
| I can identify lines of symmetry and recognise shapes with no lines of symmetry |  |  |  |
| I can find the position of points on a grid of squares where the lines are numbered |  |  |  |
| I can use, read and write standard metric units including their abbreviations |  |  |  |
| I can suggest suitable units and equipment to measure length, mass and capacity |  |  |  |
| I can use this year's calendar |  |  |  |
| I know the units of time & the connections between them (e.g. second, minute, hour, week) |  |  |  |
| I can construct and interpret sorting diagrams with two criteria |  |  |  |
| I can draw and interpret graphs with scales that are in ones, twos or fives (support given for choosing scale) |  |  |  |

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| **3a** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I recognise negative numbers and can position them on a number line |  |  |  |
| I can read and write numbers to 10,000 |  |  |  |
| I can compare and order numbers up to 100,000  |  |  |  |
| Know what each digit represents in numbers up to 10,000, including 0 as a place holder |  |  |  |
| Use rounding to make approximations that support calculation |  |  |  |
| I can recognise and continue sequences (counting in 2's, 3's, 4's, S's or 10's) starting from any number up to 10000 |  |  |  |
| I can easily work out all the addition and subtraction facts for multiples of 10 and 5 to 100 (35 + 25) |  |  |  |
| Add and subtract all two-digit numbers mentally  |  |  |  |
| I can add numbers up to 1000 on paper  |  |  |  |
| I can use and begin to understand decimal notation in money and measure contexts |  |  |  |
| In my head I can subtract 2 numbers up to 100  |  |  |  |
| I know the 3 and 4 times table including the division facts  |  |  |  |
| I can divide numbers with remainders and understand the result  |  |  |  |
| I can recognize equivalent fractions and mixed numbers  |  |  |  |
| I can recognise simple examples of horizontal and vertical lines  |  |  |  |
| I can visualise 3D shapes from 2D drawings |  |  |  |
| I can describe shapes using properties such as right angles and symmetry  |  |  |  |
| I can sketch the reflection of a simple shape in a mirror line parallel or perpendicular to one side  |  |  |  |
| I can read and plot coordinates in the first quadrant |  |  |  |
|  I know and can use relationships between familiar units of length, mass and capacity |  |  |  |
| I can record estimate and read from scales (labelled and unlabelled) accurately  |  |  |  |
| I can use am and pm in a range of contexts  |  |  |  |
| I can read simple timetables and use calendars |  |  |  |
| I can use comparative language to talk about what a graph or sorting diagram shows (e.g. There are two colours more popular than red) |  |  |  |
| I can draw and interpret graphs with scales that are in ones, twos or fives (and other steps in appropriate contexts) without help |  |  |  |

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| **4c** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can read and write all 4-digit numbers  |  |  |  |
| I can put a set of decimal numbers with 2dp in order |  |  |  |
| I can use decimals to write tenths  |  |  |  |
| I can round numbers up to 1000 to the nearest 10 or 100  |  |  |  |
| I can find the fraction of a number by dividing  |  |  |  |
| I understand percentages as parts of 100  |  |  |  |
| Know and use the vocabulary of factor and multiple |  |  |  |
| I can estimate the proportions of a shape, using a range of simple fractions (e.g. ½, ¼, ⅛) |  |  |  |
| I can use doubling and halving starting from known facts e.g. double and halve two-digit numbers by doubling/halving the tens first |  |  |  |
| In my head I can work out calculations like 3003 – 1998  |  |  |  |
| I can add and subtract numbers up to 1000 on paper  |  |  |  |
| I know by heart all the times tables up to 10 x 10  |  |  |  |
| I can multiply a 3-digit number by a single digit number  |  |  |  |
| I can solve division problems, including those with integer remainders using TU ÷ U and HTU ÷ U and am able to explain my methods  |  |  |  |
| I can check my answers with an inverse operation |  |  |  |
| I can multiply and divide any whole number by 10  |  |  |  |
| I can classify all triangles  |  |  |  |
| I can identify simple nets of some solid shapes (subes, cuboids, cylinders, cones) |  |  |  |
| I can describe the properties of rectangles  |  |  |  |
| I can recognise reflective symmetry in regular polygons |  |  |  |
| I can recognise horizontal and vertical lines |  |  |  |
| I can measure the perimeter and area of rectangles and other simple shapes, using counting methods  |  |  |  |
| I can identify acute and obtuse angles  |  |  |  |
| I know that angles are measured in degrees |  |  |  |
| I understand and can use angle measure in degrees |  |  |  |
| I can use am and pm notation |  |  |  |
| I can solve real life problems with money, measures and time (Y5) |  |  |  |
| I know the equivalent of one half, one quarter, three quarters and one tenth of 1km, 1m, 1kg, 1l  |  |  |  |
| I can collect discrete data and record in a frequency table  |  |  |  |
| I can independently draw and interpret tally charts, bar charts, bar line graphs |  |  |  |
| I know that graphs must be suited to the data to be represented |  |  |  |

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| **4b** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can read and write all numbers to 100, 000  |  |  |  |
| I can put a mixed set of decimal numbers with 1, 2 and no decimal places in order |  |  |  |
| I can use decimals to write hundredths  |  |  |  |
| I can change a decimal (with up to 2 decimal places) to a fraction  |  |  |  |
| I can multiply and divide any whole number by 100  |  |  |  |
| Know square numbers to 10² and the first 10 prime numbers |  |  |  |
| I can estimate the proportions of a shape or group, using a range of simple fractions  |  |  |  |
| I can use doubling and halving starting from known facts e.g. multiply by 25 by x 100 and ÷4 or multiply by 20 by x10 and doubling |  |  |  |
| I can use known number facts and place value for addition and subtraction including three digit numbers using mental methods and jottings |  |  |  |
| I can add numbers up to 10000 on paper  |  |  |  |
| I can subtract numbers up to 10000 on paper  |  |  |  |
| I can solve multiplication problems, TU x U and HTU x U and TU by TU |  |  |  |
| I know what to do with the remainder in a word problem |  |  |  |
| I can estimate answers before multiplying and dividing  |  |  |  |
| I can recognise properties of rectangles |  |  |  |
| I can make shapes with increasing accuracy |  |  |  |
| I can recognise where a shape will be after a translation |  |  |  |
| I can complete symmetrical patterns with two lines of symmetry at right angles (using squared paper or pegboard) |  |  |  |
| I can measure lines to the nearest mm |  |  |  |
| I can order a set of 4 angles less than 180° |  |  |  |
| I can use a protractor to measure acute and obtuse angles to the nearest 5° |  |  |  |
| I can use tables that include time (12 hour clock) |  |  |  |
| I can use and interpret coordinates in the first quadrant |  |  |  |
| I can convert up to 1000 cm to metres, and vice versa |  |  |  |
| I can interpret simple line graphs  |  |  |  |
| I am efficient when choosing and using a range of appropriate scales |  |  |  |
| I can explain why a chosen graph is appropriate for the given data |  |  |  |
| I understand and can find the mode and range of a set of data when asked |  |  |  |

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| **4a** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can put numbers with up to 3 decimal places in order  |  |  |  |
| I can use a calculator to convert fractions to decimals |  |  |  |
| I can round a decimal to a whole number  |  |  |  |
| I can multiply and divide numbers by 1000  |  |  |  |
| Recognise and describe number patterns, and relationships including multiple, factor and square |  |  |  |
| I can estimate the proportions of a shape or group, using a range of simple fractions, decimals or percentages |  |  |  |
| I can use known number facts and place value for mental addition and subtraction including decimals to one place |  |  |  |
| I can add decimal numbers on paper  |  |  |  |
| I can subtract decimal numbers on paper  |  |  |  |
| I know all the division facts in the times table  |  |  |  |
| I can solve multiplication problems using ThHTU x U  |  |  |  |
| I can divide a 3-digit number by a single digit number and find remainders  |  |  |  |
| I can check with the inverse or equivalent calculation including using a calculator and including decimals |  |  |  |
| I can solve complex word problems with at least 2 steps  |  |  |  |
| Understand that a letter can stand for an unknown number (e.g. c stands for number of cakes in - How many cakes for 90p? when c x 15p = 90p) |  |  |  |
| I can classify quadrilaterals, using criteria such as parallel sides, equal angles, equal sides |  |  |  |
| I can identify different nets for an open cube |  |  |  |
| I can recognise where a shape will be after reflection in a mirror line parallel to one side |  |  |  |
| I can measure and calculate the perimeter and area of rectangles and other simples shapes, using counting methods and standard units (cm, cm²) |  |  |  |
| I can estimate angles to the nearest 10º |  |  |  |
| I can use a protractor to measure acute and obtuse angles to the nearest 2º (and begin to draw) |  |  |  |
| I can calculate angles in a straight line |  |  |  |
| I can read time on a 24-hour digital clock and use 24-hour clock notation (e.g. in timetables) |  |  |  |
| I can convert larger to smaller units (e.g. km to m, m to cm or mm, kg to g, litres to ml). |  |  |  |
| I can construct and interpret simple line graphs  |  |  |  |
| I can group data, with equal class intervals and construct graphs and charts with this grouped data |  |  |  |
| I can explain the advantages/disadvantages of different graphs |  |  |  |
| I can decide when to use the mode and range to describe data |  |  |  |
| I can discuss the likelihood of particular events using everyday and mathematical language |  |  |  |
| **5c** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can multiply and divide any decimal number by 10 |  |  |  |
| I can recognise simple equivalent fractions, and some common factors  |  |  |  |
| I can cancel a fraction to its simplest form  |  |  |  |
| I can put numbers including negative numbers in order  |  |  |  |
| I recognise the multiplication and addition link related to algebra (ie 4a = a+a+a+a) |  |  |  |
| I can solve word problems involving decimals with up to one decimal place |  |  |  |
| I can multiply a 3-digit number by a 2-digit number  |  |  |  |
| I can solve division problems with mixed number answers |  |  |  |
| I can solve simple problems involving ratio and direct proportion using informal methods |  |  |  |
| I can find and use related facts by doubling or halving e.g. find the x24 table by doubling the x6 table twice |  |  |  |
| I can check my results using tests of divisibility |  |  |  |
| I can use a protractor to measure acute angles to the nearest degree  |  |  |  |
| I can calculate missing angles in a triangle |  |  |  |
| I can read and plot co-ordinates in all 4 quadrants  |  |  |  |
| I can visualise properties of solid shapes such as parallel or perpendicular faces or edges (e.g. identify a 3D shape from a description of its properties) |  |  |  |
| I can identify different nets for a closed cube |  |  |  |
| I recognise where a shape will be after reflection in a mirror line touching the shape at a point  |  |  |  |
| I recognise where a shape will be after a rotation through 90° about one of its vertices |  |  |  |
| I can work out the area of shapes made up of rectangles  |  |  |  |
| I understand and can find the median and mode of a set of data |  |  |  |
| I can interpret simple pie charts using the language of proportion |  |  |  |
| I can interpret data in tables, charts & graphs  |  |  |  |
| I can carry out a probability experiment based on equally likely outcomes with some help |  |  |  |
| I can express likelihood using the language of probability |  |  |  |
| I can explore the likelihood of events such as throwing dice, spinning spinners and drawing beads from a bag |  |  |  |

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| **5b** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can solve simple ratio and proportion problems   |  |  |  |
| I can find a fraction or percentage of a number eg. ¾ of 24 or 35% of 60 |  |  |  |
| I can put in order, add and subtract negative numbers in context |  |  |  |
| I can construct, express in symbolic form, and use simple formulae involving one or two operations and use brackets appropriately |  |  |  |
| I am beginning to use words and symbols to describe the rule for the next term of a linear sequence |  |  |  |
| I can multiply decimal numbers on paper  |  |  |  |
| Solve division problems including those with HTU ÷ TU  |  |  |  |
| I know when to use a range of efficient methods of calculation when solving number problems using all four operations |  |  |  |
| I can check my answer by considering whether it is of the right order of magnitude and by rounding and approximating, including using decimals |  |  |  |
| I can check that the sum of the angles of a triangle is 180° (e.g. by measuring or calculating) |  |  |  |
| I can calculate missing angles around a point |  |  |  |
| Use and interpret coordinates in all four quadrants (e.g. finding the 4th coordinate to complete a given quadrilateral) |  |  |  |
| I recognise where a shape will be after reflection in two mirror lines at right angles  |  |  |  |
| I can work out the perimeter of shapes made up of rectangles  |  |  |  |
| I know rough equivalents of miles and km, litres and pints  |  |  |  |
| I appreciate that different time zones exist around the world and how that affects travellers |  |  |  |
| I understand and find the mean and range of a set of data |  |  |  |
| I can compare two simple distributions, when asked, using the range and one of mode, median or mean as directed. |  |  |  |
| I understand the likelihood of events such as throwing dice, spinning spinners and dice, spinning spinners and drawing beads from a bag |  |  |  |

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| **5a** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can multiply and divide any decimal number by 100  |  |  |  |
| I can calculate simple fractional parts or percentages of quantities and measurements, using a calculator where appropriate |  |  |  |
| Begin to identify a formula to represent a sequence of numbers  |  |  |  |
| I can use the BODMAS rules appropriately |  |  |  |
| I can use a simple formula to solve a problem |  |  |  |
| I can find simple percentages of whole numbers  |  |  |  |
| I can divide decimal numbers on paper  |  |  |  |
| I can solve simple problems involving ratio and direct proportion using the unitary method where appropriate |  |  |  |
| I can extend mental methods of calculation to include decimals, fractions and percentages |  |  |  |
| I can check whether the answer is sensible using the context of the problem and by working the problem backwards |  |  |  |
| I can use a protractor to measure obtuse angles to the nearest degree |  |  |  |
| I can calculate missing angles in a quadrilateral |  |  |  |
| I can describe and visualise properties of solid shapes such as parallel or perpendicular faces or edges (e.g. be able to describe accurately the properties of a 3D shape) |  |  |  |
| I recognise where a shape will be after two translations |  |  |  |
| I know rough equivalents of lb and kg, oz and g,  |  |  |  |
| I can compare two simple distributions independently, using the range and one of mode, median or mean |  |  |  |
| I can compare two pie charts and explain how the total that is represented affects the outcomes |  |  |  |
| I can independently carry out a probability experiment based on equally likely outcomes |  |  |  |
| I understand the probability scale from 0 - 1 |  |  |  |
| I can discuss a probability experiment using mathematical language and know the effect of increasing the number of trials |  |  |  |

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| **6C** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can check a result by considering whether it is of the right order of magnitude and by working the problem backwards. |  |  |  |
| I can choose and use symbols, diagrams and graphs correctly when solving problems or explain my reasoning |  |  |  |
| I am beginning to use linear expressions to describe an unknown term (nth) of a mathematical sequence and using the context. |  |  |  |
| I can substitute integers into simple formulae. |  |  |  |
| I can simplify algebraic expressions by factorising. |  |  |  |
| I can round positive numbers to any given power of 10. |  |  |  |
| I can round decimals to the nearest whole number or to one or two dp. |  |  |  |
| I can multiply and divide a fraction by an integer. |  |  |  |
| I can solve more complex problems by breaking them into smaller steps. |  |  |  |
| I can choose and use symbols, diagrams and graphs correctly when solving problems or explaining reasoning. |  |  |  |
| I can suggest extensions to problems; speculating and generalising. |  |  |  |
| I can construct, on paper and using ICT, pie charts, frequency diagrams, line graphs and scatter graphs. |  |  |  |
| I can identify which type of graph is the most useful in the context of the problem. |  |  |  |
| I know that if the probability of an event occurring is p, then the probability of it not occurring is 1 – p. |  |  |  |
| I can use a straight edge and compasses to construct the midpoint and perpendicular bisector of a line segment. The bisector of an angle, the perpendicular from a point to a line. |  |  |  |
| I can identify alternate and corresponding angles, the sum of a triangle is 180 and of a quadrilateral is 360. |  |  |  |
| I know and use the formula for the volume of a cuboid and can calculate volumes and surface areas of cuboids and shapes made from cuboids. |  |  |  |

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| **6B** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I can use a written method for multiplication and division of integers and decimals. |  |  |  |
| I can enter numbers in a calculator and interpret the display in different contexts. |  |  |  |
| I can choose and use efficient techniques for calculation, algebraic manipulation and graphical representation and resources, including ICT.  |  |  |  |
| I can use index notation for integer powers (for example: a2 = a x a and 4a2 = 4x a x a) |  |  |  |
| I can plot the graphs of linear functions, where y is given explicitly in terms of x.  |  |  |  |
| I can recognise that equations of the form y = mx + c correspond to straight-line graphs.  |  |  |  |
| I can construct and solve linear equations with integer coefficients that involve brackets or negative signs. |  |  |  |
| I can multiply and divide integers and decimals by 0.1, 0.01. |  |  |  |
| I can order fractions by writing them with a common denominator or by converting them into decimals. |  |  |  |
| I can present and interpret solutions/findings in the context of the original problem. |  |  |  |
| I can use a logical argument to establish the truth of a statement. |  |  |  |
| I test my answers by checking particular cases. |  |  |  |
| I can construct functions arising from real-life problems and plot their corresponding graphs. |  |  |  |
| I can interpret graphs arising from real situations. |  |  |  |
| I can design a survey or experiment to capture the necessary data from one or more sources, determine the sample size, design, trial and repeat if necessary. |  |  |  |
| I can interpret results of a statistical enquiry using graphs and tables to support me. |  |  |  |
| I can find and record all possible and mutually exclusive outcomes for single and two successive events. |  |  |  |
| I can enlarge 2-D shapes, given a centre of enlargement and a positive whole-number scale factor.  |  |  |  |
| I know that translation, rotations, and reflections preserve length and angle, and map object on to congruent image. |  |  |  |
| I can classify quadrilaterals by their geometric properties |  |  |  |
| I know the formulae for the area of a triangle, parallelogram and a trapezium, using these to calculate the areas of compound shapes made from rectangles and triangles. |  |  |  |

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| **6A** | **I proved it once** | **I prove it nearly always** | **I can always do this** |
| I know simple instances of the index laws (E.g. 4s3 x 3s2 = multiply 4 & 3 and add 3 & 2 as these follow indices rule). |  |  |  |
| I can divide a quantity into two or more parts in a given ratio. |  |  |  |
| I can use the unitary method to solve simple word problems involving ratio and direct proportion. |  |  |  |
| I can solve complex and long problems by breaking them down into simpler tasks, using a range of techniques including ICT. |  |  |  |
| I can interpret, discuss and combine information presented in a variety of ways. |  |  |  |
| I am beginning to explain my reasons for selection and use of diagrams. |  |  |  |
| My writing explains and informs my use of diagrams. |  |  |  |
| I can add and subtract fractions. |  |  |  |
| I consolidate and extend mental methods of calculation, working with decimals, fractions and percentages, square and square roots, solving word problems mentally. |  |  |  |
| I can make and justify estimates and approximations of calculations. |  |  |  |
| I can generate terms of a sequence using term-to-term and position-to-term definitions of the sequences on paper and using ICT. |  |  |  |
| Given values of m and c, I can find the gradient of lines given by equations of the form y = mx + c. |  |  |  |
| I can use systematic trial and improvement methods and ICT tools to find approximate solutions to equations such as x3 + x = 20. |  |  |  |
| I can select, construct and modify on paper and using ICT including scatter graphs to develop further understanding of correlation. |  |  |  |
| I know that the sum of probabilities of all mutually exclusive outcomes is 1, and use this when solving problems. |  |  |  |
| I can visualise and use 2-D representations of 3-D objects; analyse 3-D shapes through 2-D projections, including plans and elevations. |  |  |  |
| I can explain how to find, calculate and use the interior and exterior angles of regular polygons. |  |  |  |
| I can enlarge 2-D shapes by an integer or fractional scale factor. |  |  |  |
| I know and can use the formulae for the area and circumference of a circle. |  |  |  |
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