



Name:	Term	1	2	3	4	5	6
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NUMBER: Number and Place Value

I can count forwards and backwards with negative and positive whole numbers, including through zero.	1						
I can count to and from any number in tens, 100s, 1,000s.	2						
I can count in multiples of any number from two to 12, 25 and 50.	3						
I can read and write down any number up to 1,000,000 and I know the value of each digit.	4						
I can recognise what number is represented in Roman numerals.	5						
I can show that I know what negative numbers mean when I see them in context.	6						
I can order and compare numbers up to 1 million.	7						
I can use what I know about number and place value to solve problems.	8						
I can round any six digit number to the nearest ten, 100, 1,000, 10,000 or 100,000.	9						

NUMBER: Calculation

I can multiply numbers that I have partitioned.	10						
I can understand that the equals sign means that the things each side of it are worth the same.	11						
I can find out whether a number less than 100 is prime.	12						
I can understand what prime numbers and factors are and that composite numbers are not prime.	13						
I can add and subtract large numbers in my head.	14						
I can use addition and subtraction facts to work out other facts.	15						
I can use number facts I know to multiply and divide numbers in my head.	16						
I can multiply and divide any number by ten, 100 or 1,000.	17						
I can solve problems with several steps that need addition and subtraction and decide what method to use.	18						
I can solve problems that may need any of addition, subtraction, multiplication and division.	19						
I can use what I know about factors, multiples, squares and cubes to solve problems.	20						
I can solve problems about rates and fractions.	21						
I can write down the factors and multiples of a number and identify common factors of two numbers.	22						
I can show that I know the square numbers and cube numbers up to 100.	23						
I can show that I know the prime numbers up to 19.	24						
I can add and subtract four digit numbers using a column method.	25						
I can use long multiplication to multiply a four digit number by a one or two digit number.	26						
I can use short division to divide a four digit number by a one digit number and I know what to do about the remainder.	27						
I can check answers by rounding and know whether to round an answer.	28						
I can check answers to calculations by working backwards.	29						

Name:

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Year 5

NUMBER: Fractions, Decimals and Percentages

I can write fractions larger than one as mixed numbers.	30								
I can find equivalent fractions using what I know about multiplication table facts.	31								
I can recognise the connections between thousandths, tenths and hundredths.	32								
I can divide one or two digit numbers by 1,000 and I know what the digits in the answer mean.	33								
I can show that I know that % means the number of parts for each 100.	34								
I can find equivalent fractions and draw a diagram to show them.	35								
I can convert between mixed numbers and improper fractions.	36								
I can understand the connection between thousandths and decimal notation.	37								
I can read and write decimals as fractions.	38								
I can write percentages as hundredths in fractions and decimals.	39								
I can show that I know the percentage and decimals versions of simple fractions.	40								
I can say which is bigger out of two fractions when the denominators are multiples of the same number.	41								
I can add and subtract fractions whose denominators are multiples of the same number.	42								
I can multiply fractions by whole numbers using materials and diagrams.	43								
I can round decimals with two decimal places.	44								
I can say which is bigger out of two numbers written to three decimal places.	45								
I can add and subtract decimals, even if they have a different number of decimal places.	46								
I can use what I know about fractions to solve problems.	47								
I can solve problems where I need to add or subtract numbers up to three decimal places.	48								
I can use what I know about decimals and percentages that are worth the same to solve problems.	49								

STATISTICS: Interpret Data

I can interpret data from a line graph.	50								
I can get information from a table or timetable and use it.	51								

STATISTICS: Present Data

I can choose a way to show some data and justify why I chose that method.	52								
I can fill in tables and timetables using data that I have been given.	53								

STATISTICS: Solve Data Problems

I can use a line graph to compare items of data.	54								
I can use tables and timetables to solve problems.	55								

RATIO:

I can use a formal method for multiplication and long multiplication and short division and deal with any remainders in an appropriate context.	56								
I can recognise the per cent symbol and understand that per cent relates to 'number of parts per 100'.	57								
I can use the inverse operation of multiplication and division.	58								
I can solve simple problems using scaling by simple fractions and rates.	59								

ALGEBRA: Understand formulae

I can use algebra to write down missing number questions on measurements.	60								
I can show that I know that the idea of partitioning, to help multiplication, can be written using algebra.	61								

ALGEBRA: Solve Algebra Problems

I can find all of the factor pairs of a number.	62								
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ALGEBRA: Describe Sequences

I can recognise a linear sequence and identify how each term is obtained from the one before.	63								
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Year 5

MEASUREMENT: Understand Units of Measurement

I can tell the time using analogue and digital clocks.	64								
I can convert between different units of time.	65								
I can calculate with money and record my answer in £ or p.	66								
I can convert between different units of measurement.	67								
I can use the approximate equivalence between imperial and metric units.	68								
I can show that I know and can explain the difference between perimeter and area.	69								

MEASUREMENT: Make Measurements

I can tell the time.	70								
I can confidently write different times.	71								
I can estimate and compare different measurements, including volume.	72								
I can measure the perimeter of composite rectilinear shapes.	73								
I can estimate the area, volume and capacity of irregular shapes.	74								

MEASUREMENT: Solve Measurement Problems

I can solve problems that involve converting units of time.	75								
I can read the temperature of something in degrees Celsius and I know what it means if it is negative.	76								
I can use all four operations to solve problems involving money.	77								
I can use all four operations to solve problems involving measurements, including using decimals, scaling and converting between units.	78								
I can calculate the perimeter of composite rectilinear shapes.	79								
I can calculate and compare the area of rectangles.	80								

GEOMETRY: Make and visualise shapes

I can draw angles and measure them in degrees and draw shapes with sides measured to the nearest millimetre.	81								
I can show that I know the markings to use for parallel lines and right angles.	82								
I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	83								

GEOMETRY: Classify shapes

I can tell the difference between regular and irregular polygons by using what I know about their sides and angles.	84								
I can use the term diagonal.	85								
I can make and classify 3-D shapes and identify the 2-D shapes that form their faces.	86								

GEOMETRY: Solve shape problems

I can identify angles at a point and one whole turn, angles at a point on a straight line and $\frac{1}{2}$ a turn.	87								
I can estimate and compare acute, obtuse and reflex angles.	88								
I can use the properties of rectangles to find out related facts and find missing lengths and angles.	89								

GEOMETRY: Describe Position

I can use coordinates in the first quadrant more confidently.	90								
I can complete a polygon on a coordinate grid.	91								

GEOMETRY: Describe movement

I can identify, describe and represent the position of a shape following a reflection or translation, using the correct language, and know that the shape itself has not changed.	92								
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