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EYFS

Number and Place Value	I can represent numbers 1-5 in different ways (objects and pictures). I can subitise numbers to 3. I can subitise numbers to 5. I can say the number one more or less than numbers to 5. I can state which images represent 0. I can count with numbers in order. I can use number names randomly. I can sing familiar finger rhymes with number. I can count to 5. I can count to 10. I recognise the digit that represents the number to 5. I can recognise numbers of personal significance. I can recognise the digit that represents the number to 10. I can recognise the digit(s) that represent numbers 1- 20. I am beginning to count to 20 and beyond. I can count to 20 and beyond. I can say which group of items has more or fewer. I can compare quantities up to 10 and recognise when a quantity is greater than or less than the other quantity. I can compare and order numbers to 5. I can compare and order numbers to 10. I can count back from 10. I can order and compare numbers to 20.
Addition and Subtraction	I am beginning to know the composition of numbers to 5. I can recall number bonds to 3. I can recall number bonds to 4. I can recall number bonds to 5. I can recall some number bonds to 10. I can take away a given number from a set of objects and state how many are left. I can add a given number to a set of objects and state how many there are altogether. I can use some language relating to quantity 'more, fewer'.
Multiplication and Division	I can share a group of objects into 2 piles and say whether the groups are equal or unequal. I am beginning to understand the term even and odd. I can recall some double facts. (2+2, 1+1, 5+5). I can represent double facts with objects and images. I am beginning to understand how to share equally. I can find shapes in the environment. I can use some informal mathematical language 'flat, round, corners and sides'.
Shape	I can recognise and name triangles. I can recognise and name circles. I can recognise and name rectangles. I can recognise and name squares. I can create pictures with shapes and identify those shapes.
Measurement	I can say whether items are big, small, little or large.

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	I can say which tower is tall/taller and small/smaller. I can state if something is full or empty. I can state whether items are heavier/heavy and light/lighter. I am beginning to measure ingredients using cups and spoons.
Geometry	I can make simple patterns with objects. I can say if an object is under, on, behind, in or in front of.
Time	I can say what we do during the day. I can say what we do at night. I understand the terms first and next. I can use language relating to time.

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Year 1

Number and Place Value	I can count and order numbers to 10. (1) I can count to 50. (2) I can count to and across 100, forwards and backwards from any given number. (3) I can read and write numbers to 50 in numerals. (4) I can read and write numbers to 100 in numerals. (5) I can identify one more and one less than a given number to 20. (6) I can identify one more and one less than a given number to 50. (7) I can identify one more and one less than a given number to 100. (8) I can identify and represent numbers pictorially. (9) I can use the language more than, less than, fewer, most and least. (10) I can compare and order numbers to 20. (11) I can read and write numbers to 20 in numerals and words. (12)
Addition and Subtraction	I can read and write number sentences using the +, - and = signs. (13) I can recall number bonds to 5. (14) I can recall numbers bonds to 6. (15) I can recall number bonds to 7. (28) I can recall number bonds to 8. (29) I can recall number bonds to 9 (30) I can recall number bonds to 10. (16) I know number bonds to 10 and their corresponding subtraction facts. (17) I can add numbers to 10. (18) I know my number bonds to 20. (19) I can represent and use number bonds and related subtraction facts within 20. (20) I can add 1-digit and 2-digit numbers to 20. (21) I can solve one-step problems that involve subtraction within numbers to 20 using concrete objects and pictorial representations. (22) I can solve missing number problems within numbers to 20. (23) I can write place value addition for teen numbers. (24) I can add two 1-digit numbers not crossing 10. (25) I can add two 1-digit numbers crossing 10. (26) I can subtract 1-digit numbers crossing 10. (27) I can subtract 1-digit numbers and 2-digit numbers to 20. (31) I can solve one-step problems that involve addition within numbers to 20 using concrete objects and pictorial representations. (32)
Multiplication and Division	I can count in multiples of two. (33) I can count in multiples of five. (34) I can count in multiples of ten. (35) I can double numbers to five. (36) I can double numbers to ten. (37) I am beginning to recognise patterns in multiplication. (38) I can make simple arrays with support. (39) I can share objects into equal groups. (40) With support, I can represent one step problems involving multiplication and division with concrete objects, pictorial representations and arrays. (41)
Fractions	I can recognise half of a shape. (42) I recognise a half is two equal parts. (43) I can find half of an object. (44)

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	I can find half of a quantity. (45) I know a quarter is one of 4 equal parts. (46) I can find a quarter of a shape. (47) I can find a quarter of a quantity using concrete objects and pictures of help me. (48)
Measurement	I can describe length and height using the terms long(er)/short(er), tall, double/half. (49) I can describe mass/weight using the terms heavy/light. (50) I can describe capacity and volume using the terms full/empty, more than, less than and half full. (51) I am beginning to use non standard and standard units to measure length and height. (52) I am beginning to use non-standard and standard units to measure mass/weight. (53) I am beginning to use non-standard and standard units to measure capacity/volume. (54) I can compare length and height. (55) I can compare mass/weight. (56) I can compare capacity/volume. (57) I can solve problems involving measurement. (58)
Money	I recognise and know the value of different coins and notes. (59)
Time	I can sequence events in chronological order using the terms: before/after/next etc. (60) I know the days of the week. (61) I know the months of the year. (62) I can order the days of the week and months of the year. (63) I can recognise and use language relating to dates. (64) I can tell the time to the hour. (65) I can tell the time to half past the hour. (66) I can draw hands on a clock to show half past and o'clock times. (67)
Geometry - shape	I can recognise and name simple 2D shapes (rectangles, circles and triangles). (68) I can recognise and name simple 3D shapes (cuboids, pyramids and spheres). (69)
Geometry – position and direction	I can use positional language (up/down/behind/ in front of/ next to etc). (70) I can describe position and movement, including whole and half turns. (71) I can describe position and movement, including quart and three-quarter turns. (72) I am beginning to recognise patterns. (73)
Statistics	I can create a simple pictogram. (74) I can answer simple questions about a pictogram. (75)
	1- 18 1= 42 1+ 61

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Year 2

Number and Place Value	I can recognise the place value of each digit in a two-digit number (tens and ones). (1) I can find 10 more and less than a given number to 100. (2) I can identify, represent and estimate numbers using different representations, including the number line. (3) I can compare and order numbers from 0 up to 100 using <, > and = signs. (4) I can read and write numbers to at least 100 in numerals and in words. (5) I can count in steps of 2 forwards and backwards. (6) I can count in steps of 3 forwards and backwards. (7) I can count in steps of 5 forwards and backwards. (8) I can read and write numbers to at least 100 in numerals and in words. (9) I can use place value and number facts to solve problems. (10)
Addition and Subtraction	I know that addition can be done in any order (commutative) and subtraction cannot. (11) I can recall addition facts to 10. (12) I can recall addition facts to 20 fluently. (13) I can recall subtraction facts to 20. (14) I can use and derive facts to solve problems to 100. Eg if 7 + 3 = 10, 70 + 30 = 100. (15) I can subtract 2-digit and 1-digit numbers using concrete objects and pictorial representations. (16) I can add 2-digit and 1-digit numbers using concrete objects and pictorial representations. (17) I can add and subtract 2-digit and tens numbers using concrete objects and pictorial representations. (18) I can subtract 2-digit and tens numbers using concrete objects and pictorial representations. (19) I can add two 2-digit numbers using concrete objects and pictorial representations. (20) I can subtract two 2-digit numbers using concrete objects and pictorial representations. (21) I can add three 1-digit numbers using concrete objects and pictorial representations. (22) I can subtract three 1-digit numbers using concrete objects and pictorial representations. (23) I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. (24) I can use and recognise the inverse and use this to check calculations and solve missing numbers problems. (25) I can use place value addition to solve problems. (26) I am beginning to use the column method to add two 2-digit numbers. (27) I am beginning to use the column method to subtract two 2-digit numbers. (28)
Multiplication and Division	I can recognise odd and even numbers. (29) I can recall multiplication facts for the 2 times tables. (30) I can recall multiplication facts for the 5 times tables. (31) I am beginning to recall multiplication facts for the 3 times tables. (32) I can recall division facts for the 2 times tables. (33)

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	I can recall division facts for the 5 times tables. (34) I can double numbers to 20. (35) I can double numbers above 20. (36) I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. (37) I can use 'x', '÷' and '=' to write and solve a multiplication or division number sentence. (38) I know and can show that multiplication can be done in any order (commutative) but division cannot. (39)
Fractions	I can write simple fractions (e.g ½ of 6 = 3). (40) I can count in fractions (1/2) up to 10. (41) I recognise that 2/4 is equal to ½. (42) I recognise 1/4 of a length or shape. (43) I find 1/4 of a set of objects or quantity. (44) I can recognise 1/3 of a length or shape. (45) I can find 1/3 of a set of objects or quantity. (46) I can recognise 3/4 of a length or shape. (47) I can recognise 3/4 of a set of objects or quantity. (48)
Measurement	I can describe measurements using m/mm/cm. (49) I can describe measurements using kg/g. (50) I can describe measurements using l/ml etc. (51) I can choose the appropriate standard units to measure length/height, mass, capacity and temperature. (52) I can solve problems involving measurement. (53) I can compare lengths, mass, volume/capacity and record the results using >, < and =. (54) I can order lengths, mass, volume/capacity. (55)
Money	I recognise and use symbols for pounds (£) and pence (p). (56) I can combine amounts to make a particular value. (57) I can find different combinations of coins that equal the same amounts of money. (58) I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. (59)
Time	I can compare and sequence intervals of time. (60) I know the number of minutes in an hour and the number of hours in a day. (61) I can tell and write the time to five minutes and draw the hands of a cock face to show the time. (62) I can tell and write the time to quarter past the hour and draw the hands on a clock face to show these times. (63) I can tell and write the time to quarter to the hour and draw the hands on a clock face to show these times. (64)
Shape	I can identify and describe the properties of 2-D shapes, including the number of sides. (65) I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. (66) I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. (67) I can identify the line of symmetry in 2D shapes. (68)

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	I can compare and sort common 2-D and 3-D shapes and everyday objects. (69)
Position and direction	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). (70) I can move objects clockwise and anti-clockwise using known turns. (71) I can order and arrange combinations of mathematical objects in patterns and sequences. (72)
Statistics	I can interpret and construct simple pictograms. (73) I can interpret and construct simple tally charts. (74) I can interpret and construct simple block diagrams. (75) I can interpret and construct simple tables. (76) I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. (77) I can ask and answer questions about totalling and comparing categorical data. (78)
	2- 19 2= 44 2+ 64

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Year 3

Number and Place Value	I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones). (1) I can recognise and write numbers up to 1000 in numerals. (2) I can find 10 more or less than a given number. (3) I can find 100 more or less than a given number. (4) I can identify, represent and estimate numbers using different representations including those related to measure. (5) I can compare and order numbers up to 1000. (6) I can read and write numbers up to 1000 in words. (7) I can read roman numerals to 12. (8) I can count from 0 in multiples of 4. (9) I can count from 0 in multiples of 8. (10) I can count from 0 in multiples of 50. (11) I can count from 0 in multiples of 100. (12) I can round numbers to 100 to the nearest 10. (13) I can solve number problems and practical problems involving these ideas. (14)
Addition and Subtraction	I can add 3-digit numbers and ones mentally. (15) I can add 3-digit numbers and tens mentally. (16) I can add 3-digit numbers and hundreds mentally. (17) I can subtract 3-digit numbers and ones mentally. (18) I can subtract 3-digit numbers and tens mentally. (19) I can subtract 3-digit numbers and hundreds mentally. (20) I can solve missing number problems using number facts and place value to help me. (21) I can solve problems that include more complex addition and subtraction. (22) I can add numbers with up to three digits using the formal written method of column addition. (23) I can subtract numbers with up to three digits using formal written methods of column subtraction. (24) I can estimate the answer to a calculation and use inverse operations to check answers. (25)
Multiplication and Division.	I can recall multiplication facts for the 3 times tables. (26) I can recall multiplication facts for the 4 times tables. (27) I can recall multiplication facts for the 8 times tables. (28) I am beginning to recall multiplication facts for the 6 times tables. (29) I can recall division facts for the 3 times tables. (30) I can recall division facts for the 4 times tables. (31) I can recall division facts for the 8 times tables. (32) Through doubling, I recognise the connection between the 2, 4 and 8 multiplication tables. (33) I can solve simple problems in context and decide which operation to use to solve it, including measuring and scaling contexts. (34)

	I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. (35) I recognise and use factor pairs and commutativity in mental calculations. (36) I can use formal methods of short multiplication to multiply a 2-digit number by a 1-digit number. (37) I can use formal methods of short division to divide a 2-digit number be a 1-digit number. (38)
Fractions	I can count up and down in tenths. (39) I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. (40) I can recognise and show, using diagrams, equivalent fractions with small denominators. (41) I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. (42) I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. (43) I can add fractions with the same denominator within one whole. (44) I can subtract fractions with the same denominator within one whole. (45) I can compare and order unit fractions, and fractions with the same denominators. (46) I can solve problems that involve fractions. (47)
Measurement	I can describe lengths with increasing accuracy using m/mm/cm. (48) I can describe lengths with increasing accuracy using kg/g. (49) I can describe lengths with increasing accuracy using l/ml. (50) I can use m/cm/mm to measure lengths. (51) I can use kg/g to measure mass. (52) I can use l/ml to measure volume/capacity. (53) I can add: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). (54) I can subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). (55) I can compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). (56) I can measure the perimeter of simple 2-D shapes. (57)
Time	I can compare time in terms of seconds, minutes and hours. (58) I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. (59) I can compare durations of events [for example to calculate the time taken by particular events or tasks]. (60) I know the number of days in each month, year and leap year. (61) I can tell and write the time from a 12-hour and 24-hour clock. (62) I know the number of seconds in a minute. (63) I can tell and write the time from an analogue clock. (64) I can tell the time on an analogue clock which has Roman numerals from I to XII. (65)
Shape	I can draw and describe 2-D shapes. (66) I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. (67) I can draw and make 3-D shapes using modelling materials. (68) I can recognise 3-D shapes in different orientations and describe them. (69) I recognise angles as a property of shape or a description of a turn. (70)

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	I can use the correct terms to compare angles (acute/obtuse). (71)
Position and Direction	I can identify right angles and recognise that two right angles make a half turn. (72) I can identify if angles are greater than or less than a right angle. (73) I recognise three right angles make a three-quarter turn and four a complete turn. (74)
Statistics	I can interpret and present data using bar charts. (75) I can interpret and present data using pictograms. (76) I can interpret and present data using tables. (77) I can solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. (78) I can solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. (79) I can use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. (80)
	3- 19 3= 45 3+ 66

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Year 4

Number and Place Value	I recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). (1) I can find 1000 more or less than a given number. (2) I can identify, represent and estimate numbers using different representations. (3) I can order and compare numbers beyond 1000. (4) I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. (5) I can count in multiples of 1000. (6) I can solve number and practical problems that involve all of the above and with increasingly large positive numbers. (7) I can round any number to the nearest 10, 100 or 1000. (8) I can count backwards through zero to include negative numbers. (9) I can count in multiples of 6. (10) I can count in multiples of 7. (11) I can count in multiples of 9. (12) I can count in multiples of 25. (13)
Addition and Subtraction	I can add numbers with up to 4 digits using the formal written method of columnar addition. (14) I can estimate and use inverse operations to check answers to a calculation. (15) I can subtract numbers with up to 4 digits using the formal written methods of columnar subtraction. (16) I can solve two-step addition problems in context. (17) I can solve two-step subtraction problems in context. (18) I can decide which operations to use and why when solving problems. (19)
Multiplication and Division	I can solve problems involving multiplying and division. (20) I can recall multiplication facts for the 6 times tables. (21) I can recall multiplication facts for the 7 times tables. (22) I can recall multiplication facts for the 9 times tables. (23) I can recall multiplication facts for the 11 times tables. (24) I can recall multiplication facts for the 12 times tables. (25) I can recall division facts for the 6 times tables. (26) I can solve problems including integer scaling problems. (27) I can solve harder correspondence problems such as n objects are connected to m objects. (28) I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout. (29) I can multiply and divide numbers mentally drawing upon known facts. (30) I can recall division facts for the 7 times tables. (31)

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	I can recall division facts for the 6 times tables. (32) I can recall division facts for the 9 times tables. (33) I can recall division facts for the 11 times tables. (34) I can recall division facts for the 12 times tables. (35)
Fractions	I can count up and down in hundredths. (36) I recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. (37) 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. (38) I can recognise and show, using diagrams, families of common equivalent fractions. (39) I can recognise and write decimal equivalents to 1/4 $\frac{1}{2}$ and $\frac{3}{4}$. (40) I can recognise and write decimal equivalents of any number of tenths or hundredths. (41) I can add and subtract fractions with the same denominator. (42) I can compare numbers with the same amount of decimals (up to 2decimal places). (42) 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. (43) I can solve simple measure and money problems involving fractions and decimals to two decimal places. (44) I can round decimals with one decimal place to the nearest whole number. (45)
Measurement	I can convert between different units of measure: hour to minutes. (46) I can convert between different units of measure kilometre to metre. (47) I can estimate and compare different measures. (48) I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. (49) I can find the area of rectilinear shapes by counting squares. (50)
Money	I can estimate, compare and calculate different measures, including money in pounds and pence. (51)
Time	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. (52) I can read, write and convert time between analogue and digital 12- and 24-hour clocks. (53)
Shape	I can classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. (54) I can identify lines of symmetry in 2-D shapes presented in different orientation. (55) I can complete a simple symmetric figure with respect to a specific line of symmetry. (56) I can identify acute and obtuse angles and compare and order angles up to two right angles by size. (57) I can compare geometric shapes based on their properties and sizes. (58)
Position and Direction	I can describe movements between positions as translations of a given unit to the left/right and up/down. (59) I can describe positions on a 2-D grid as coordinates in the first quadrant. (60)

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	I can plot specified points and draw sides to complete a given polygon. (61)
Statistics	I can interpret and present discrete and continuous data using graphical methods in time graphs. (62) I can interpret and present discrete and continuous data using graphical methods in bar charts. (63) I can solve comparison, sum and difference problems using information presented in bar charts. (64) I can solve comparison, sum and difference problems using information presented in pictograms. (65) I can solve comparison, sum and difference problems using information presented in tables. (66) I understand and use a greater range of scales in their representations. (67) I am beginning to relate the graphical representation of data to recording change over time. (68)
	4- 16 4= 38 4+ 56

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Year 5

Number and Place Value	I can recognise the place value of numbers to 1 000 000. (1) I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. (2) I can read, write numbers to at least 1 000 000. (3) I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (4) I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. (5) I can solve number problems and practical problems that involve all of the above. (6) I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. (7)
Addition and Subtraction	I can add whole numbers with more than 4 digits using formal written methods. (8) I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. (9) I can subtract whole numbers with more than 4 digits using formal written methods. (10) I can solve multi-step addition problems in context. (11) I can solve multi-step subtraction problems in context. (12) I can decide which operations to use and why when solving multi-step problems and can reason why. (13)
Multiplication and Division	I can identify multiples and factors of a number. (14) I can find factor pairs of a number, and common factors of two numbers. (15) I can recognise and use factor pairs and commutativity in mental calculations. (16) I know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. (17) I can establish whether a number up to 100 is prime and recall prime numbers up to 19. (18) I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. (19) I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. (20) I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. (21)

	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1 and dividing by 1. (22) I can use place value, known and derived facts to multiply and divide mentally, including multiplying together three numbers. (23) I can multiply numbers mentally drawing upon known facts. (24) I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. (25) I can recognise and use square numbers. (26) I can recognise and use cube numbers. (27) I can divide numbers mentally drawing upon known facts. (28)
Fractions and Decimals	I can identify, name and write equivalent fractions of a given fraction and represented these visually, including tenths and hundredths. (29) I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. (30) I can read and write decimal numbers as fractions [for example, 0.71 = 100 71]. (31) I can recognise mixed numbers and improper fractions and convert from one form to the other. (32) I can write mathematical statements > 1 as a mixed number (2/5 + 4/5 = 6/5 = 1 1/5). (33) I can add and subtract fractions with the same denominator and denominators that are multiples of the same number. (34) I can compare and order fractions whose denominators are all multiples of the same number. (35) I can read, write, order and compare numbers with up to three decimal places. (36) I can solve problems involving number up to three decimal places. (37) I can solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/2 , 1/2 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25. (38) I can round decimals with two decimal places to the nearest whole number and to one decimal place. (39) I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. (40)
Measurement	I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). (41) I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. (42) I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. (43) I can compare and estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]. (44) I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. (45) I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. (46)

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Time	I can solve problems involving converting between units of time. (47)
Shape	I can use the properties of rectangles to deduce related facts and find missing lengths and angles. (48) I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. (48) I can identify 3D shapes from 2D representations. (49) I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. (50) I can draw given angles. (51) I can measure given angles in degrees. (52) I can identify angles at a point and one whole turn (total 360°). (53) I can identify angles at a point on a straight line and ½ a turn (total 180°). (54) I can identify other multiples of 90°. (55)
Position and Direction	I can identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not changed. (56) I can identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed. (57) I can reflect shapes and plot coordinates on a 2D grid within the first quadrant. (58)
Statistics	I can complete, read and interpret information in tables, including timetables. (59) I can solve comparison, sum and difference problems using information presented in a line graph. (60)
	5- 14 5= 33 5+ 48

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Year 6

Number and Place Value	I recognise the place value of each digit in numbers up to 10 000 000. (1) I can use negative numbers in context and calculate intervals across zero. (2) I can read and write numbers up to 10 000 000. (3)
Addition and Subtraction	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. (4) I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (5)
Multiplication and Division	I can identify common factors. (6) I can identify common multiples. (7) I can identify prime numbers. (8) I can solve multiplication multi-step problems in different contexts. (9) I can solve division multi-step problems in different contexts. (10) I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (11) I can solve problems involving addition, subtraction, multiplication and division. (12) I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. (13) I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division. (14) I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as whole number remainders. (15) I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders as fractions. (16) I can divide numbers of up to 4-digits by a 2-digit using the formal method of short division where appropriate, interpreting remainders according to the context. (17) I can divide numbers of up to 4-digits by a 2-digit using the formal method of short division. (18) I can use my knowledge of the order of operations to carry out calculations involving the four operations. (19)

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Fractions	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. (20) I can use common factors to simplify fractions. (21) I can use common multiples to express fractions in the same denomination. (22) I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 8 3]. (23) I can add and subtract fractions with different denominators. (24) I can add and subtract fractions with mixed numbers and improper fractions, using the concept of equivalent fractions. (25) I can compare and order fractions, including fractions > 1. (26) I can solve problems which require answers to be rounded to specified degrees of accuracy. (27) I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 4 1 × 2 1 = 8 1]. (28) I can divide proper fractions by whole numbers [for example, 3 1 ÷ 2 = 6 1]. (29) I can multiply one-digit numbers with up to two decimal places by whole numbers. (30) I can use written division methods in cases where the answer has up to two decimal places. (31)
Measurement	I can solve problems involving the calculation/conversion of units of measure, using decimal notation up to three decimal places where appropriate. (32) 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. (33) I can convert between miles and kilometres. (34) I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. (35) I can recognise that shapes with the same areas can have different perimeters and vice versa. (36) I can recognise when it is possible to use formulae for area and volume of shapes. (37) I can calculate the area of parallelograms and triangles. (38)
Shape	I can draw 2-D shapes using given dimensions and angles. (39) I can recognise, describe and build simple 3-D shapes, including making nets. (40) I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and can find missing angles. (41) I can compare and classify geometric shapes based on their properties and sizes. (42) I can find unknown angles in any triangles, quadrilaterals, and regular polygons. (43) I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. (44)
Position and Direction	I can describe positions on the full coordinate grid (all four quadrants). (45) I can draw and translate simple shapes on the coordinate plane. (46) I can reflect simple shapes in the axes. (47)

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Statistics	I can interpret and construct line graphs. (48) I can interpret and construct pie charts.(49) I can use pie graphs to solve problems. (50) I can use line graphs to solve problems. (51) I can calculate and interpret the mean as an average. (52)
Ratio and Proportion	I can solve problems involving similar shapes where the scale factor is known or can be found. (53) I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. (54) I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. (55) I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360]. (56) I can solve problems involving the use of percentages for comparison. (57)
Algebra	I can generate and describe linear number sequences. (58) I can use simple formulae. (59) I can express missing number problems algebraically. (60) I can find pairs of numbers that satisfy an equation with two unknowns. (61) I can enumerate possibilities of combinations of two variables. (62)
	6- 15 6= 35 6+ 51