

## My Target Level 1c

<input type="checkbox"/> I can read numbers up to 10 (R)
<input type="checkbox"/> I can count up to 10 objects (R)
<input type="checkbox"/> I can say the number names in order up to 20 (R)
<input type="checkbox"/> I can write at least 4 numbers up to 10.
<input type="checkbox"/> When someone gives me a small number of objects (fewer than 10), I can say what is one more or one less
<input type="checkbox"/> I can say one more or less than a number up to 10 (R)
<input type="checkbox"/> I know some words for adding and subtracting (R)
<input type="checkbox"/> I can recognise, draw and talk about simple patterns including pictures and musical patterns (R)
<input type="checkbox"/> I can match and sort 2-D shapes in activities.
<input type="checkbox"/> I can use 3D shapes to make models, pictures and patterns
<input type="checkbox"/> I know everyday words for properties and positions, for example, 'top', 'bottom', 'side'
<input type="checkbox"/> I can use more, less, greater, smaller with measures (R)
<input type="checkbox"/> 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)
<input type="checkbox"/> I can put familiar events in the right order (e.g. picture cards showing 4 events in a day)
<input type="checkbox"/> I can sort things into 2 sets when someone tells me how they want it done (e.g. Red and not red)

My areas for development:

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## My Target Level 1b

<input type="checkbox"/> I can count at least 20 objects (Y1)
<input type="checkbox"/> I can write numerals up to 10 with some numbers back to front
<input type="checkbox"/> I can add by putting two groups together (R)
<input type="checkbox"/> I can show someone what subtracting and adding means using blocks, counters or number lines
<input type="checkbox"/> I can solve problems using adding and subtracting numbers up to 7
<input type="checkbox"/> I can use more, less, greater, smaller with numbers (R)
<input type="checkbox"/> I can continue g simple patterns which someone else has started, (e.g. red cylinder, blue cube, red cylinder. .)
<input type="checkbox"/> I can recognise names and find simple 3D and 2D shapes (square, circle, rectangle, triangle, cube, sphere, cone)
<input type="checkbox"/> I know the words "face" "side" " edge" and "corner" and can describe 2D and 3D shapes using them
<input type="checkbox"/> I can use everyday words to describe position (such as 'on top', 'in front of', 'behind', 'in the middle' and 'in between'). (R)
<input type="checkbox"/> I can compare the lengths of 2 things (Y1)
<input type="checkbox"/> I can make simple estimates (e.g., the number of strides across a room), with numbers below 10
<input type="checkbox"/> I can talk about time and answer questions about time in context (e.g. seasons, late, early, old, new)
<input type="checkbox"/> I can order familiar events in a day, or in a week or in a story
<input type="checkbox"/> I can choose ways of sorting things into 2 groups and talk about why I have put things in a particular set
<input type="checkbox"/> I can use counting up to ten to solve simple problems (e.g. How many more do I have now?)

My areas for development:

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## My Target Level 1a

<input type="checkbox"/> I can put numbers from 1 to 20 in order (Y1)
<input type="checkbox"/> I recognise 0 as 'none' and 'zero' in stories and rhymes and when counting and ordering.
<input type="checkbox"/> When I count objects, I can write the number down correctly
<input type="checkbox"/> 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
<input type="checkbox"/> I understand subtraction as counting back using a bead string or number line with numbers up to 10
<input type="checkbox"/> I can count on or back from any small number (Y1)
<input type="checkbox"/> I can solve problems using adding and subtracting numbers up to 10
<input type="checkbox"/> I can use words like more, less or equal with numbers (Y1)
<input type="checkbox"/> I can create simple spatial patterns, (e.g. red cylinder, blue cube, red cylinder. .)
<input type="checkbox"/> I can name and describe cubes, cuboids, spheres, cylinders, cones, circles, squares triangles and rectangles (Y1)
<input type="checkbox"/> 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')
<input type="checkbox"/> I understand symbols such as arrows which tell me about directions.
<input type="checkbox"/> I can compare the masses (weights) of 2 things (Y1)
<input type="checkbox"/> I can compare the capacities of 2 things (Y1)
<input type="checkbox"/> I can make quite accurate estimates (e.g. estimate the number of cubes that will fit into a box) with numbers to 20
<input type="checkbox"/> I understand and use the vocabulary of time including the passing of time (e.g. how long will it take to, how often)
<input type="checkbox"/> I can read and use o'clock time and match it to things that happen in a normal day (e.g. lunch)
<input type="checkbox"/> I can choose ways of sorting things into 3 groups and talk about why I have put things in a particular set
<input type="checkbox"/> I can record my sorting in pictures and discuss it.

My areas for development:

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## My Target Level 2c

<input type="checkbox"/> I can count at least 30 objects accurately and say number names to 100
<input type="checkbox"/> I can say what is 10 more or less than a number up to 30 (Y1)
<input type="checkbox"/> I can say what is one more or less than a number up to 100 (Y1)
<input type="checkbox"/> I sometimes mix up Tens and Ones digits when I read 2-digit numbers
<input type="checkbox"/> I can order 4 numbers up to 50
<input type="checkbox"/> I can partition numbers into 10s and 1s using arrow cards or blocks to help
<input type="checkbox"/> 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
<input type="checkbox"/> I know by heart all number pairs that make 10 (Y1)
<input type="checkbox"/> I can solve practical number problems involving adding or subtracting, using numbers to 20
<input type="checkbox"/> I sometimes use +, - and = signs when I write down what I have done
<input type="checkbox"/> I can add or subtract using number lines and hundred squares, counting on and back in ones up to 30
<input type="checkbox"/> I can spot and carry on with a number pattern (going up or down in 1s or 2s,)
<input type="checkbox"/> I recognise odd and even numbers to 10
<input type="checkbox"/> I sometimes recognise $\frac{1}{2}$ and $\frac{1}{4}$ in practical contexts
<input type="checkbox"/> I can match solid shapes to photos of them
<input type="checkbox"/> I can move in whole and half turns to the left or right when someone asks me to
<input type="checkbox"/> I can fold shapes in half making symmetrical patterns
<input type="checkbox"/> I can use measures like cubes or pencil lengths and make reasonable estimates
<input type="checkbox"/> I can tell the time in whole hours using a clock with hands
<input type="checkbox"/> I can record sorting in simple lists and tables if a grown-up helps me

My areas for development:

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## My Target Level 2b

<input type="checkbox"/> I can count up to 50 objects accurately and group objects, in 1s, 2s, 10s or 5s, to make counting easier
<input type="checkbox"/> I can count on or back in tens from any number up to 100 (Y2)
<input type="checkbox"/> I can count on or back in ones from any number up to 100 (Y2)
<input type="checkbox"/> I can read numbers up to 100 and write most of these
<input type="checkbox"/> I know what each digit in a 2 digit number represents, including 0 as a place holder,
<input type="checkbox"/> I can partition a 2-digit number into tens and ones (Y2)
<input type="checkbox"/> I know by heart the 2 and 10 times table (Y2)
<input type="checkbox"/> I know all the number facts for numbers up to 10 (Y2)
<input type="checkbox"/> I know that numbers can be added in any order and I usually put the bigger number first (Y2)
<input type="checkbox"/> I can explain why my answer to a number problem is right
<input type="checkbox"/> I can double numbers to 5 and halve numbers to 10, e.g. $2 \times 4$ is 8, and $\frac{1}{2}$ of 10 is 5.
<input type="checkbox"/> I use +, - and = correctly in my work
<input type="checkbox"/> I can use calculation to solve number problems in practical contexts for money and measurement
<input type="checkbox"/> I show that I understand that subtraction is the inverse of addition when checking the answer to simple number problems
<input type="checkbox"/> I can explain multiplication and division using pictures (e.g. an array) or a number line
<input type="checkbox"/> I can spot and carry on with a number pattern (going up or down in 2s, 5s or 10s from any 2-digit number)
<input type="checkbox"/> I can recognise odd and even numbers up to 100 (Y2)
<input type="checkbox"/> I can find the total value of a handful of coins to £1.
<input type="checkbox"/> I can find $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and small numbers of objects
<input type="checkbox"/> I can name and describe pyramids, pentagons, hexagons and octagons (Y2)
<input type="checkbox"/> I can use vocabulary such as circular, triangular and rectangular to describe shapes
<input type="checkbox"/> I can use mathematical words to describe position and direction of movement (e.g. whole, half and quarter turns, clockwise or anti-clockwise (Y2)
<input type="checkbox"/> I understand angle as a measurement of turn
<input type="checkbox"/> I sometimes spot lines of symmetry in shapes
<input type="checkbox"/> I can use standard units of length, mass and capacity (e.g. litre, metre, cm, gram) to estimate and begin to measure (e.g. to the nearest cm, m or Kg or Litre)
<input type="checkbox"/> I can tell the time to the half and quarter past the hour.
<input type="checkbox"/> Know months and seasons of the year in order
<input type="checkbox"/> I can record sorting using block charts if my teacher helps me

My areas for development:

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## My Target Level 2a

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

My areas for development:

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## My Target Level 3c

<input type="checkbox"/> I can count on or back in tens from any number up to 1000 (Y3)
<input type="checkbox"/> I can read and write numbers to at least 1000 (Y3)
<input type="checkbox"/> I can put numbers in order to at least 1000 (Y3) and position them on a number line
<input type="checkbox"/> I know what each digit in a 3 digit number represents, (occasional problems with 0 as a place holder),
<input type="checkbox"/> I can partition a number into 100s, 10s and 1s (Y3)
<input type="checkbox"/> I can recognise and continue sequences (in 2's, 3's, 4's, 5's or 10's) from any 2 or 3 digit number
<input type="checkbox"/> I know by heart all the number facts of numbers up to 20 (Y3)
<input type="checkbox"/> I can add or subtract a near multiple of 10 (Y3)
<input type="checkbox"/> I can choose the best strategy to add or subtract two-digit and three-digit numbers that cross the tens or hundreds boundaries
<input type="checkbox"/> I can use £.p notation (I sometimes make mistakes with numbers like £1 + 6p)
<input type="checkbox"/> I know by heart the 2, 5, and 10 multiplication tables
<input type="checkbox"/> I can solve word problems (Y3)
<input type="checkbox"/> If I know how to multiply 2 numbers I know how to divide (e.g. $6 \times 4 = 24$ , so $24 \div 4 = 6$ ) (Y3)
<input type="checkbox"/> I can find simple fractions of numbers (e.g. $\frac{1}{4}$ or $\frac{1}{2}$ of 12 (Y3)
<input type="checkbox"/> I can find simple fractions of shapes (Y3)
<input type="checkbox"/> I can make and describe right angles, including turns between the four compass points and compare right angles with other angles
<input type="checkbox"/> I recognise and know names and properties of a good range of 3D and 2D shapes (e.g. hemisphere, prism, semi- circle, quadrilateral)
<input type="checkbox"/> I can classify 2D and 3D shapes using criteria such as right angles and lengths of sides
<input type="checkbox"/> I can use simple coordinates to identify squares on a grid with rows and columns labelled
<input type="checkbox"/> I can estimate & measure lengths, masses and capacities using standard units (Y2) (e.g. kms and metres, kgs and grams)
<input type="checkbox"/> I can read a scale to the nearest mark (Y2)
<input type="checkbox"/> I can read the time to the nearest 5 minutes on an analogue and 12-hour digital clock
<input type="checkbox"/> I can create and interpret simple lists and tables to solve problems
<input type="checkbox"/> I can complete and interpret sorting diagrams with two criteria.
<input type="checkbox"/> I can draw and interpret graphs with scales that are in twos (I sometimes need help drawing the axes).

My areas for development:

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## My Target Level 3b

<input type="checkbox"/> I recognise negative numbers on thermometers
<input type="checkbox"/> I can read all 3 digit numbers and write most of these
<input type="checkbox"/> I can use symbols $>$ , $<$ and $=$ (Y4)
<input type="checkbox"/> I know what each digit in a 3 digit number represents, including 0 as a place holder (e.g. 307 = 300 + 7),
<input type="checkbox"/> I can use mental recall of addition and subtraction facts to 20 and apply to problems with small numbers
<input type="checkbox"/> I can quickly work out all number pairs that total 100
<input type="checkbox"/> I can use informal written methods when solving addition and subtraction problems
<input type="checkbox"/> I can use £,p notation accurately and I am starting to use decimal notation in measures contexts
<input type="checkbox"/> I can solve problems with money using £ and pence (Y3)
<input type="checkbox"/> In my head I can add two numbers up to 100 (Y4)
<input type="checkbox"/> I know the division facts for the 2, 5 and 10 times table (Y4)
<input type="checkbox"/> I can solve number problem involving multiplication or division, including those that give rise to remainders using $TU \times U$ or $TU \div U$
<input type="checkbox"/> I can position fractions on a number line and I sometimes recognise simple equivalent fractions
<input type="checkbox"/> I can find fractions of numbers (e.g. $\frac{3}{4}$ , or $\frac{3}{8}$ of 24 (Y4)
<input type="checkbox"/> I know that a straight line is equivalent to 2 right angles
<input type="checkbox"/> I can identify right angles (Y3)
<input type="checkbox"/> I can make and construct shapes discussing properties
<input type="checkbox"/> I can classify and describe regular and irregular polygons using mathematical properties, including types of triangle
<input type="checkbox"/> I can identify lines of symmetry (Y3) and recognise shapes with no lines of symmetry
<input type="checkbox"/> I can find the position of points on a grid of squares where the lines are numbered
<input type="checkbox"/> I can use, read and write standard metric units including their abbreviations
<input type="checkbox"/> I can suggest suitable units and equipment to measure length, mass and capacity (Y2)
<input type="checkbox"/> I know the units of time & the connections between them (e.g. second, minute, hour, week) (Y3)
<input type="checkbox"/> I can use this year's calendar
<input type="checkbox"/> I can construct and interpret sorting diagrams with two criteria
<input type="checkbox"/> I can draw and interpret graphs with scales that are in ones, twos or fives (support given for choosing scale)

My areas for development:

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## My Target Level 3a

<input type="checkbox"/> I recognise negative numbers and can position them on a number line
<input type="checkbox"/> I can read and write numbers to 10,000
<input type="checkbox"/> I can compare and order numbers up to 100,000
<input type="checkbox"/> Know what each digit represents in numbers up to 10,000, including 0 as a place holder, <input type="checkbox"/> Use rounding to make approximations that support calculation
<input type="checkbox"/> I can recognise and continue sequences (counting in 2's, 3's, 4's, 5's or 10's) starting from any number up to 10000
<input type="checkbox"/> I can easily work out all the addition and subtraction facts for multiples of 10 and 5 to 100 (35 + 25)
<input type="checkbox"/> Add and subtract all two-digit numbers mentally
<input type="checkbox"/> I can add numbers up to 1000 on paper (Y4)
<input type="checkbox"/> I can use and begin to understand decimal notation in money and measure contexts
<input type="checkbox"/> In my head I can subtract 2 numbers up to 100 (Y4)
<input type="checkbox"/> I know the 3 and 4 times table including the division facts (Y4)
<input type="checkbox"/> I can divide numbers with remainders and understand the result (Y4)
<input type="checkbox"/> I can recognize equivalent fractions and mixed numbers (Y4)
<input type="checkbox"/> I can recognise simple examples of horizontal and vertical lines
<input type="checkbox"/> I can visualise 3D shapes from 2D drawings
<input type="checkbox"/> I can describe shapes using properties such as right angles and symmetry (Y4)
<input type="checkbox"/> I can sketch the reflection of a simple shape in a mirror line parallel or perpendicular to one side,
<input type="checkbox"/> I can read and plot coordinates in the first quadrant
<input type="checkbox"/> I know and can use relationships between familiar units of length, mass and capacity
<input type="checkbox"/> I can record estimate and read from scales (labelled and unlabelled) accurately
<input type="checkbox"/> I can use am and pm in a range of contexts
<input type="checkbox"/> I can read simple timetables and use calendars
<input type="checkbox"/> 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)
<input type="checkbox"/> I can draw and interpret graphs with scales that are in ones, twos or fives (and other steps in appropriate contexts) without help

My areas for development:

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## My Target Level 4c

<input type="checkbox"/> I can read and write all 4-digit numbers
<input type="checkbox"/> I can put a set of decimal numbers with two decimal places in order
<input type="checkbox"/> I can use decimals to write tenths (Y5)
<input type="checkbox"/> I can round numbers up to 1000 to the nearest 10 or 100 (Y4)
<input type="checkbox"/> I can find the fraction of a number by dividing (Y5)
<input type="checkbox"/> I understand percentages as parts of 100 (Y6)
<input type="checkbox"/> Know and use the vocabulary of factor and multiple
<input type="checkbox"/>
<input type="checkbox"/> I can estimate the proportions of a shape, using a range of simple fractions (e.g. $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ )
<input type="checkbox"/> I can use doubling and halving starting from known facts e.g. double and halve two-digit numbers by doubling/halving the tens first
<input type="checkbox"/> In my head I can work out calculations like 3003 - 1998 (Y5)
<input type="checkbox"/> I can add and subtract numbers up to 1000 on paper (Y4)
<input type="checkbox"/> I know by heart all the times tables up to 10 x 10 (Y5)
<input type="checkbox"/> I can multiply a 3-digit number by a single digit number (Y5)
<input type="checkbox"/> I can solve division problems, including those with integer remainders using TU ÷ U and HTU ÷ U and am able to explain my methods
<input type="checkbox"/> I can check my answers with an inverse operation
<input type="checkbox"/> I can multiply and divide any whole number by 10 (Y5)
<input type="checkbox"/> I can classify all triangles
<input type="checkbox"/> I can identify simple nets of some solid shapes (cubes, cuboids, cylinders, cones)
<input type="checkbox"/> I can describe the properties of rectangles (Y5)
<input type="checkbox"/> I can recognise reflective symmetry in regular polygons
<input type="checkbox"/> I can recognise horizontal and vertical lines
<input type="checkbox"/> I can measure the perimeter and area of rectangles and other simple shapes, using counting methods
<input type="checkbox"/> I can identify acute and obtuse angles
<input type="checkbox"/> I know that angles are measured in degrees
<input type="checkbox"/> I understand and can use angle measure in degrees
<input type="checkbox"/> I can use am and pm notation
<input type="checkbox"/> I can solve real life problems with money, measures and time (Y5)
<input type="checkbox"/> I know the equivalent of one half, one quarter, three quarters and one tenth of 1km, 1m, 1kg, 1l
<input type="checkbox"/> I can collect discrete data and record in a frequency table
<input type="checkbox"/> I can independently draw and interpret tally charts, bar charts, bar line graphs
<input type="checkbox"/> I know that graphs must be suited to the data to be represented

My areas for development:

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## My Target Level 4b

<input type="checkbox"/> I can read and write all numbers to 100, 000
<input type="checkbox"/> I can put a mixed set of decimal numbers with 1, 2 and no decimal places in order
<input type="checkbox"/> I can use decimals to write hundredths (Y5)
<input type="checkbox"/> I can change a decimal (with up to 2 decimal places) to a fraction (Y5)
<input type="checkbox"/> I can multiply and divide any whole number by 100 (Y5)
<input type="checkbox"/> Know square numbers to $10^2$ and the first 10 prime numbers
<input type="checkbox"/> I can estimate the proportions of a shape or group, using a range of simple fractions
<input type="checkbox"/> I can use doubling and halving starting from known facts e.g. multiply by 25 by $\times 100$ and $\div 4$ or multiply by 20 by $\times 10$ and doubling
<input type="checkbox"/> I can use known number facts and place value for addition and subtraction including three digit numbers using mental methods and jottings
<input type="checkbox"/> I can add numbers up to 10000 on paper (Y5)
<input type="checkbox"/> I can subtract numbers up to 10000 on paper (Y5)
<input type="checkbox"/> I can solve multiplication problems, TU $\times$ U and HTU $\times$ U and TU by TU
<input type="checkbox"/> I know what to do with the remainder in a word problem
<input type="checkbox"/> I can estimate answers before multiplying and dividing (Y5)
<input type="checkbox"/> I can recognise properties of rectangles
<input type="checkbox"/> I can make shapes with increasing accuracy
<input type="checkbox"/> I can recognise where a shape will be after a translation
<input type="checkbox"/> I can complete symmetrical patterns with two lines of symmetry at right angles (using squared paper or pegboard)
<input type="checkbox"/> I can measure lines to the nearest mm
<input type="checkbox"/> I can order a set of 4 angles less than $180^\circ$
<input type="checkbox"/> I can use a protractor to measure acute and obtuse angles to the nearest $5^\circ$
<input type="checkbox"/> I can use and interpret coordinates in the first quadrant
<input type="checkbox"/> I can use tables that include time (12 hour clock)
<input type="checkbox"/> I can convert up to 1000 cm to metres, and vice versa
<input type="checkbox"/> I can interpret simple line graphs
<input type="checkbox"/> I am efficient when choosing and using a range of appropriate scales
<input type="checkbox"/> I can explain why a chosen graph is appropriate for the given data
<input type="checkbox"/> I understand and can find the mode and range of a set of data when asked

My areas for development:

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## My Target Level 4a

<input type="checkbox"/> I can put numbers with up to 3 decimal places in order (Y6)
<input type="checkbox"/> I can use a calculator to convert fractions to their decimal equivalents
<input type="checkbox"/> I can round a decimal to a whole number (Y5)
<input type="checkbox"/> I can multiply numbers by 1000 (Y6)
<input type="checkbox"/> I can divide numbers by 1000 (Y6)
<input type="checkbox"/> Recognise and describe number patterns, and relationships including multiple, factor and square
<input type="checkbox"/> I can estimate the proportions of a shape or group, using a range of simple fractions, decimals or percentages
<input type="checkbox"/> I can use known number facts and place value for mental addition and subtraction including decimals to one place
<input type="checkbox"/> I can add decimal numbers on paper (Y6)
<input type="checkbox"/> I can subtract decimal numbers on paper (Y6)
<input type="checkbox"/> I know all the division facts in the times table (Y6)
<input type="checkbox"/> I can solve multiplication problems using ThHTU $\times$ U
<input type="checkbox"/> I can divide a 3-digit number by a single digit number and find remainders (Y5)
<input type="checkbox"/> I can check with the inverse or equivalent calculation including using a calculator and including decimals
<input type="checkbox"/> I can solve complex word problems with at least 2 steps (Y6)
<input type="checkbox"/> 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 $c \times 15p = 90p$ )
<input type="checkbox"/> I can classify quadrilaterals, using criteria such as parallel sides, equal angles, equal sides..
<input type="checkbox"/> I can identify different nets for an open cube
<input type="checkbox"/> I can recognise where a shape will be after reflection in a mirror line parallel to one side
<input type="checkbox"/> I can recognise perpendicular and parallel lines
<input type="checkbox"/> I can measure and calculate the perimeter and area of rectangles and other simple shapes, using counting methods and standard units (cm, cm <sup>2</sup> )
<input type="checkbox"/> I can estimate angles to the nearest 10°
<input type="checkbox"/> I can use a protractor to measure acute and obtuse angles to the nearest 2° (and begin to draw)
<input type="checkbox"/> I can calculate angles in a straight line
<input type="checkbox"/> I can read time on a 24-hour digital clock and use 24-hour clock notation (e.g. in timetables)
<input type="checkbox"/> I can convert larger to smaller units (e.g. km to m, m to cm or mm, kg to g, litres to ml).
<input type="checkbox"/> I can construct and interpret simple line graphs
<input type="checkbox"/> I can group data, with equal class intervals and construct graphs and charts with this grouped data
<input type="checkbox"/> I can explain the advantages and disadvantages of different types of graphs
<input type="checkbox"/> I can decide when to use the mode and range to describe a set of data
<input type="checkbox"/> I can discuss the likelihood of particular events using everyday and mathematical language

My areas for development:

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## My Target Level 5c

<input type="checkbox"/> I can multiply and divide any decimal number by 10 (Y6)
<input type="checkbox"/> I can recognise simple equivalent fractions, and some common factors
<input type="checkbox"/> I can cancel a fraction to its simplest form (Y6)
<input type="checkbox"/> I can put numbers including negative numbers in order (Y5)
<input type="checkbox"/> I recognise the multiplication and addition link related to algebra (i.e. $4a = a+a+a+a$ )
<input type="checkbox"/> I can solve word problems involving decimals with up to one decimal place
<input type="checkbox"/> I can multiply a 3-digit number by a 2-digit number (Y6)
<input type="checkbox"/> I can solve division problems with mixed number answers
<input type="checkbox"/> I can solve simple problems involving ratio and direct proportion using informal methods
<input type="checkbox"/> I can find and use related facts by doubling or halving e.g. find the x24 table by doubling the x6 table twice
<input type="checkbox"/> I can check my results using tests of divisibility
<input type="checkbox"/> I can use a protractor to measure acute angles to the nearest degree (Y6)
<input type="checkbox"/> I can calculate missing angles in a triangle
<input type="checkbox"/> I can read and plot co-ordinates in all 4 quadrants (Y6)
<input type="checkbox"/> 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)
<input type="checkbox"/> Identify different nets for a closed cube
<input type="checkbox"/> I recognise where a shape will be after reflection in a mirror line touching the shape at a point
<input type="checkbox"/> I recognise where a shape will be after a rotation through $90^\circ$ about one of its vertices
<input type="checkbox"/> I can work out the area of shapes made up of rectangles (Y6)
<input type="checkbox"/> I understand and can find the median and mode of a set of data
<input type="checkbox"/> Interpret simple pie charts using the language of proportion
<input type="checkbox"/> I can interpret data in tables, charts & graphs (Y6)
<input type="checkbox"/> I can carry out a probability experiment based on equally likely outcomes with some help
<input type="checkbox"/> I can express likelihood using the language of probability
<input type="checkbox"/> I can explore the likelihood of events such as throwing dice, spinning spinners and drawing beads from a bag

My areas for development:

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## My Target Level 5b

<input type="checkbox"/> I can solve simple ratio and proportion problems (Y6)
<input type="checkbox"/> I can find a fraction or percentage of a number eg. $\frac{3}{4}$ of 24 or 35% of 60(Y6)
<input type="checkbox"/> I can put in order, add and subtract negative numbers in context
<input type="checkbox"/> I can construct, express in symbolic form, and use simple formulae involving one or two operations and use brackets appropriately
<input type="checkbox"/> I am beginning to use words and symbols to describe the rule for the next term of a linear sequence
<input type="checkbox"/> I can multiply decimal numbers on paper (Y6)
<input type="checkbox"/> Solve division problems including those with HTU $\div$ TU
<input type="checkbox"/> I know when to use a range of efficient methods of calculation when solving number problems using all four operations
<input type="checkbox"/> I can check my answer by considering whether it is of the right order of magnitude and by rounding and approximating, including using decimals
<input type="checkbox"/> I can check that the sum of the angles of a triangle is $180^\circ$ (e.g. by measuring or calculating)
<input type="checkbox"/> I can calculate missing angles around a point
<input type="checkbox"/> Use and interpret coordinates in all four quadrants (e.g. finding the 4 <sup>th</sup> coordinate to complete a given quadrilateral)
<input type="checkbox"/> I recognise where a shape will be after reflection in two mirror lines at right angles
<input type="checkbox"/> I can work out the perimeter of shapes made up of rectangles (Y6)
<input type="checkbox"/> I know rough equivalents of miles and km, litres and pints
<input type="checkbox"/> I appreciate that different time zones exist around the world and how that affects travellers
<input type="checkbox"/> I understand and find the mean and range of a set of data
<input type="checkbox"/> I can compare two simple distributions, when asked, using the range and one of mode, median or mean as directed
<input type="checkbox"/> I understand the likelihood of events such as throwing dice, spinning spinners and drawing beads from a bag

My areas for development:

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## My Target Level 5a

<input type="checkbox"/> I can multiply and divide any decimal number by 100 (Y6)
<input type="checkbox"/> I can calculate simple fractional parts or percentages of quantities and measurements, using a calculator where appropriate
<input type="checkbox"/> Begin to identify a formula to represent a sequence of numbers
<input type="checkbox"/> I can use the BODMAS rules appropriately
<input type="checkbox"/> I can use a simple formula to solve a problem
<input type="checkbox"/> I can find simple percentages of whole numbers (Y6)
<input type="checkbox"/> I can divide decimal numbers on paper (Y6)
<input type="checkbox"/> I can solve simple problems involving ratio and direct proportion using the unitary method where appropriate
<input type="checkbox"/> I can extend mental methods of calculation to include decimals, fractions and percentages
<input type="checkbox"/> I can check whether the answer is sensible using the context of the problem and by working the problem backwards
<input type="checkbox"/> I can use a protractor to measure obtuse angles to the nearest degree(Y6)
<input type="checkbox"/> I can calculate missing angles in a quadrilateral
<input type="checkbox"/> 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)
<input type="checkbox"/> I recognise where a shape will be after two translations
<input type="checkbox"/> I know rough equivalents of lb and kg, oz and g,
<input type="checkbox"/> I can compare two simple distributions independently, using the range and one of mode, median or mean
<input type="checkbox"/> I can compare two pie charts and explain how the total that is represented affects the outcomes
<input type="checkbox"/> I can independently carry out a probability experiment based on equally likely outcomes
<input type="checkbox"/> I understand the probability scale from 0 - 1
<input type="checkbox"/> I can discuss a probability experiment using mathematical language and know the effect of increasing the number of trials

My areas for development:

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