**My Maths Targets**

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| **Statement**  **Number** | | | **Maths Year 6 - Statutory requirements** | **1** | **2** | **3** |
| **Number – number and place value** | | | | | | |
| 1 | | I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. (NS) | |  |  |  |
| 2 | | I can round any whole number to a required degree of accuracy. | |  |  |  |
| 3 | | I can use negative numbers in context, and calculate intervals across zero. (NS) | |  |  |  |
| 4 | | I can solve number and practical problems that involve all of the above. | |  |  |  |
| **Number – addition and subtraction, multiplication and division** | | | | | | |
| 5 | I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. (NS) | | |  |  |  |
| 6 | I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division. (NS) | | |  |  |  |
| 7 | I can interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. (NS) | | |  |  |  |
| 8 | I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. (NS) | | |  |  |  |
| 9 | I can perform mental calculations, including with mixed operations and large numbers. NS | | |  |  |  |
| 10 | I can identify common factors. (NS) | | |  |  |  |
| 11 | I can identify common multiples. (NS) | | |  |  |  |
| 12 | I can identify prime numbers. (NS) | | |  |  |  |
| 13 | I can use my knowledge of the order of operations to carry out calculations involving the four operations. | | |  |  |  |
| 14 | I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. | | |  |  |  |
| 15 | I can solve problems involving addition, subtraction, multiplication and division. | | |  |  |  |
| 16 | I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. (NS) | | |  |  |  |
| **Number – fractions (including decimals and percentages)** | | | | | | |
| 17 | | I can use common factors to simplify fractions. (NS) | |  |  |  |
| 18 | | I can use common multiples to express fractions in the same denomination. (NS) | |  |  |  |
| 19 | | I can compare and order fractions, including fractions > 1. | |  |  |  |
| 20 | | I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. (NS) | |  |  |  |
| 21 | | I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8.] | |  |  |  |
| 22 | | I can divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ] | |  |  |  |
| 23 | | I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] (NS) | |  |  |  |
| 24 | | I can identify the value of each digit in numbers given to three decimal places. | |  |  |  |
| 25 | | I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. (NS) | |  |  |  |
| 26 | | I can multiply one-digit numbers with up to two decimal places (e.g. 2.37 or 5.63) by whole numbers. | |  |  |  |
| 27 | | I can use written division methods in cases where the answer has up to two decimal places. (NS) | |  |  |  |
| 28 | | I can solve problems which require answers to be rounded to specified degrees of accuracy. | |  |  |  |
| 29 | | I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. (NS) | |  |  |  |

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| **Statement**  **Number** | | **Maths Year 6 - Statutory requirements** | **1** | **2** | **3** |
| Ratio and Proportion | | | | | |
| 30 | I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. (NS) | |  |  |  |
| 31 | I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. | |  |  |  |
| 32 | I can solve problems involving similar shapes where the scale factor is known or can be found. (NS) | |  |  |  |
| 33 | I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. | |  |  |  |
| Algebra | | | | | |
| 34 | I can use simple formulae. (NS) | |  |  |  |
| 35 | I can generate and describe linear number sequences. (NS) | |  |  |  |
| 36 | I can express missing number problems algebraically. (NS) | |  |  |  |
| 37 | I can find pairs of numbers that satisfy an equation with two unknowns. (NS) | |  |  |  |
| 38 | I can enumerate possibilities of combinations of two variables. | |  |  |  |
| Measurement | | | | | |
| 39 | I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. (NS) | |  |  |  |
| 40 | I can use, read, write and convert between standard units, converting measurements of length, mass and volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. (NS) | |  |  |  |
| 41 | I can convert measurements of time from a smaller unit of measure to a larger unit, and vice versa. | |  |  |  |
| 42 | I can convert between miles and kilometres. | |  |  |  |
| 43 | I can recognise that shapes with the same areas can have different perimeters and vice versa. (NS) | |  |  |  |
| 44 | I can recognise when it is possible to use formulae for area and volume of shapes. | |  |  |  |
| 45 | I can calculate the area of parallelograms and triangles. | |  |  |  |
| 46 | 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]. | |  |  |  |
| Geometry – properties of shapes | | | | | |
| 47 | I can draw 2-D shapes using given dimensions and angles. (NS) | |  |  |  |
| 48 | I can recognise, describe and build simple 3-D shapes, including making nets. (NS) | |  |  |  |
| 49 | I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. (NS) | |  |  |  |
| 50 | I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. (NS) | |  |  |  |
| 51 | I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. (NS) | |  |  |  |
| Geometry – position and direction | | | | | |
| 52 | I can describe positions on the full coordinate grid (all four quadrants.) | |  |  |  |
| 53 | I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. (NS – first quadrant) | |  |  |  |
| Statistics | | | | | |
| 54 | I can interpret and construct line graphs and use these to solve problems. (NS) | |  |  |  |
| 55 | I can interpret and construct pie charts and use these to solve problems. (NS) | |  |  |  |
| 56 | I can calculate and interpret the mean as an average. (NS) | |  |  |  |
| *NS= KS 2 National standard* | | | | | |