

This side should be glued to the cover of pupils' maths books.

Green – Autumn Term

Red – Spring Term

Purple – Summer Term

This should be kept as an on-going record of pupils' achievements.  
 Working towards objective – no mark  
 At mastery – yellow shade  
 At Greater Depth – red shade

Name:

## Number and Place Value

I can count backwards through zero to include negative numbers

I can count in multiples of 6, 7, 9, 25 and 1000.

I can read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value.

I can find 1000 more or less than a given number.

I can compare and order numbers beyond 1000

I can round any number to the nearest 10, 100 or 1000

## Addition and Subtraction

I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate.

I can estimate and use inverse operations to check answers to a calculation.

I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## Statistics

I can interpret and present discrete and continuous data using appropriate graphical methods, including: bar charts; time graphs

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

## Measures

I can read, write and convert time between analogue and digital 12- and 24-hour clocks.

I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.

I can find the area of rectilinear shapes by counting squares.

I can convert between different units of measure (e.g. km to m; hr to min)

## Multiplication and Division

I can recall multiplication and division facts for tables up to 12x12.

I can recognise and use factor pairs and commutativity in mental calculations.

I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.

I can divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder.

I can use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together.

I can find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

## Geometry

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

I can describe positions on a 2D grid as coordinates in the first quadrant

I can identify lines of symmetry in 2D shapes presented in different orientations.

I can complete a simple symmetric figure with respect to a specific line of symmetry

I can describe positions on a 2D grid as coordinates in the first quadrant

I can describe movements between positions as translations of a given unit to the left/right and up/down

I can plot specified points and draw sides to complete given polygon

I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

## Fractions

I can recognise and show, using diagrams, families of common equivalent fractions.

I can add and subtract fractions with the same denominator.

I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

I can count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.

I can recognise and write decimal equivalents of any number of tenths or hundredths

I can recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .

I can round decimals with one decimal place to the nearest whole number.

I can compare numbers with the same number of decimal places up to two decimal places.