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 forward or backwards in steps of powers of 10 for any given number up to 1,000,000.	
I can count up and down in thousandths; recognise that thousandths arise from dividing an object into 1000 equal parts and in dividing numbers or quantities by 1000.	
I interpret negative numbers in context, count forward and backwards with positive and negative numbers including through zero.	
I can read Roman numerals to 1000 and recognise years written in Roman numerals	
I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit	
I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000	
Addition and Subtraction	
I can add and subtract numbers mentally with increasingly large numbers.	
I can add and subtract whole numbers with more than 4 digits including using formal written methods (columnar addition and subtraction).	
I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
I can solve addition and subtraction multi-step problems in contexts, deciding which operations & methods to use and why.	
Statistics	
I can complete, read and interpret information in: tables, including timetables	
I can solve comparison, addition and difference problems using information presented in a line graph	

Measures

I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	
I can calculate & compare the area of rectangles (including squares, & including using standard units, square centimetres (cm^2) and square metres (m^2) & estimate the area of irregular shapes.	
I can calculate & compare the area of rectangles (including squares) including using standard units, square centimetres (cm^2) and square metres (m^2) & estimate the area of irregular shapes.	
I can estimate volume (e.g. using 1 cm^3 blocks to build cubes, including cuboids) & capacity (e.g. using water).	
I can convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml).	
I can solve problems involving converting between units of time.	
I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	

Multiplication and Division

I can identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.	
I can multiply and divide numbers mentally drawing upon known facts.	
I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and establish whether a number up to 100 is prime and recall prime numbers up to 19.	
I can multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.	
I can divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.	
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	
I can recognise and use square numbers and cube numbers, and the notation for square^2 and cubed^3.	

Geometry

I know angles are measured in degrees; estimate & compare acute, obtuse & reflex angles.	
I identify angles at a point on a straight line & ½ a turn (total 180°); and identify angles at a point & one whole turn (total 360°); I identify other multiples of 90°; I draw given angles, & measure them in degrees	
I identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed	
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
I identify 3D shapes, including cubes and other cuboids, from 2D representations	
I can use the properties of rectangles to deduce related facts & find missing lengths & angles.	

Fractions

I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
I can read and write decimal numbers as fractions, e.g. 0.71 = 71/100.	
I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.	
I can compare and order fractions whose denominators are all multiples of the same number.	
I can round decimals with two decimal places to the nearest whole number and to one decimal place.	
I can read, write, order and compare numbers with up to three decimal places.	
I can recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred, and write percentages as a fraction with denominator 100, and as a decimal.	