



Beverley Minster C of E Primary School

Y1 Maths Targets (meeting expectations)

Number						
I can count to and across 100 forwards beginning with 0 or 1 from any number.						
I can count to and across 100 backwards from any number.						
I can count in multiples of 2.						
I can count in multiples of 5.						
I can count in multiples of 10.						
I can count, read and write numbers to 100 in numerals.						
I can say what is one more or one less than any number to 100.						
I can read and write numbers from 1 to 20 in words.						
I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least						
Calculations						
I can represent and use number bonds and related subtraction facts to 20.						
I can add and subtract 1-digit and 2-digit numbers to 20, including zero.						
I can read, write and interpret mathematical statements involving +, -, =.						
I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.						
I can solve missing number problems.						
I can solve one-step problems involving multiplication by using concrete objects, pictorial representations and arrays.						
I can solve one-step problems involving division, by using concrete objects, pictorial representations and arrays.						



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Y1 Maths Targets (meeting expectations)

Outer Numeracy						
Fractions						
I can recognise, find and name a half of an object or shape.						
I can recognise and find half of a quantity.						
I can recognise, find and name a quarter of an object or shape.						
I can recognise and find quarter of a quantity.						
I can add quarters and halves to make a whole.						
I can recognise that fractions are equal parts of a whole.						
Measurement						
I can measure, begin to record and can solve practical problems for lengths and heights.						
I can measure, begin to record and can solve practical problems for mass/weight.						
I can measure, begin to record and can solve practical problems for capacity and volume.						
I can measure, begin to record and can solve practical problems for time.						
I recognise and know the value of different denominations of coins and notes.						
I can tell the time to the hour.						
I can tell the time to half past the hour.						
I can draw hands on a clock face to show these times.						
I can sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).						
I recognise and use language relating to dates, including days, weeks, months and years.						
Geometry – properties of shapes						
I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).						
I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).						
Geometry – position and direction						
I can describe position, directions and movement, including half, quarter and three-quarter turns.						



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Y1 Maths Targets (exceeding expectations)

Number						
I can count reliably well beyond 100.						
I can count on and back in 3s from any given number to beyond 100.						
I can say the number that is 10 more or 10 less than a number to 100.						
I know the signs (+),(-),(=),($<$),($>$).						
I can solve one-step problems involving addition, subtraction and simple multiplication and division.						
I can add and subtract 1-digit and 2-digit numbers to 50, including zero.						
I can recognise all coins and notes and know their value.						
I can use coins to pay for items bought up to £1.						
I can use knowledge of time to know when day times in the day happen, for example, lunchtime, home time, etc.						
Measurement and Geometry						
I can recognise different 2d and 3d shapes in the environment.						



Beverley Minster C of E Primary School

Y2 Maths Targets (meeting expectations)

Number						
I can count in steps of 2, 3 and 5 from 0 forwards and backwards.						
I can count in tens from any number, forwards and backwards.						
I can read and write numbers to at least 100 in numerals and in words.						
I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.						
I recognise the place value of each digit in a 2-digit number.						
I can identify, represent and estimate numbers using different representations, including the number line.						
I can use place value and number facts to solve problems.						
I can understand 0 as a place holder.						
Calculations						
I can recall and use addition and subtraction facts to 20 fluently.						
I can use addition and subtraction facts to 20 to help me find facts up to 100.						
I can add and subtract $2d + 1d$ numbers using concrete objects and pictorial representations.						
I can add and subtract $2d + 10s$ numbers using concrete objects and pictorial representations.						
I can add and subtract $2d + 2d$ numbers using concrete objects and pictorial representations.						
I can add and subtract $1d + 1d + 1d$ numbers using concrete objects and pictorial representations.						
I can add and subtract mentally $2d + 1d$						
I can add and subtract mentally $2d + 10s$						
I can add and subtract mentally $2d + 2d$						
I can add and subtract mentally $1d + 1d + 1d$						
I recognise and use the inverse relationship between addition and subtraction and check calculations and missing number problems.						
I can solve problems with addition and subtraction using concrete objects and pictorial representations.						
I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.						
I can recall and use multiplication and division facts for the 2, 5 and 10x tables.						
I can recognise odd and even numbers.						
I can use the \times , \div and $=$ symbols when I record my calculations.						
I can solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods.						
I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another.						
I can show that multiplication of two numbers can be done in any order and division of one number by another cannot.						



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Y2 Maths Targets (meeting expectations)

Outer Numeracy

Fractions

I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length or shape.

I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects or quantity.

I can write simple fractions.

I recognise that $\frac{2}{4}$ and $\frac{1}{2}$ are equivalent.

Measurement

I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.

I can choose and use standard units to estimate and measure length/height in m and cm using rulers.

I can choose and use standard units to estimate and measure mass in kg and g using scales.

I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.

I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.

I recognise and use symbols for \pounds and p and combine coins to make a particular value.

I can find different combinations of coins that equal the same amount of money.

I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face.

I can compare and sequence intervals of time.

I know the number of minutes in an hour and hours in a day.

I can solve simple problems in a practical context involving addition and subtraction of money and giving change.

Geometry – properties of shapes

I can compare and sort common 2D shapes and objects.

I can compare and sort common 3D shapes and objects.

I can identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry.

I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

I can identify 2D shapes on the surface of 3D shapes.

Geometry – position and direction

I can order and arrange combinations of mathematical objects in patterns and sequences.

I can use mathematical vocabulary to describe position, direction and movement. (rotation, clockwise, anticlockwise)

Statistics

I can interpret and construct simple pictograms.

I can interpret and construct tally charts.

I can interpret and construct block diagrams.

I can interpret and construct simple tables.

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

I can ask and answer questions about totalling and comparing categorical data.



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Y2 Maths Targets (exceeding expectations)

Number						
I can count reliably up to 1000 in 2s, 5s and 10s						
I can count on and back in multiples of 4,8,25, 50 and 100 from any given number to beyond 1000.						
I can add and subtract fractions with a common denominator.						
I can apply knowledge of addition and subtraction to pay for items up to £10, within a problem solving context.						
I can add and subtract two 2-digit numbers up to 100.						
I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example $97+7$, $103-8$.						
Measurement and Geometry						
I know about right angles and where they can be seen in the environment.						
I can tell time to 5 minute intervals in both analogue and digital and relate to the other.						
I can measure, compare, add and subtract using common metric measures.						



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Y3 Maths Targets (meeting expectations)

Number						
I can count from 0 in multiples of 4 and 8.						
I can count from 0 in multiples of 50 and 100.						
I can compare and order numbers up to 1,000.						
I can read and write numbers to 1,000 in numerals and words.						
I can find 10 or 100 more or less than a given number.						
I can recognise the place value of each digit in a 3-digit number.						
I can identify, represent and estimate numbers using different representations.						
I can solve number problems and practical problems with numbers to 1000.						
Calculations						
I can add and subtract $3d + 1d$ mentally.						
I can add and subtract $3d + 10s$ mentally.						
I can add and subtract $3d + 100s$ mentally.						
I can add and subtract numbers with up to three digits, using formal written methods of columnar addition.						
I can add and subtract numbers with up to three digits, using formal written methods of columnar subtraction.						
I can estimate the answer to a calculation and use inverse operation to check answers.						
I can solve problems, including missing number problems, using number facts, place value, and more complex $+$ and $-$.						
I can recall and use multiplication and division facts for the 3, 4 and 8x tables.						
I can write and calculate mathematical statements for multiplication and division including 2d numbers.						
I can use short multiplication for $2d \times 1d$.						
I can use short division for $2d \div 1d$.						
I can solve problems, including missing number problems, involving multiplication and division.						



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Y3 Maths Targets (meeting expectations)

Outer Numeracy						
Fractions, decimals and percentages						
I can count up and down in tenths.						
I recognise how tenths connect to place value, decimal measures and division by 10.						
I recognise and can find and write fractions of a discrete set of objects.						
I can compare and order unit fractions and fractions with the same denominators.						
I can add and subtract fractions with the same denominator within one whole.						
I can solve problems involving fractions and tenths.						
I can understand the terms numerator and denominator and how they relate to each other.						
Measurement						
I can compare lengths using m, cm & mm.						
I can compare mass using kg & g.						
I can compare volume/capacity using l & ml.						
I can measure lengths using m, cm & mm.						
I can measure mass using kg & g.						
I can measure volume/capacity using l & ml.						
I can add and subtract lengths using m, cm & mm.						
I can add and subtract mass using kg & g.						
I can add and subtract volume/capacity using l & ml.						
I can tell and write the time from an analogue clock (12 hr)						
I can tell and write the time from an analogue clock (24 hr)						
I can tell and write the time from an analogue clock (Roman numerals).						
I can estimate and read time with increasing accuracy to the nearest minute.						
I can record and compare time in terms of seconds, minutes and hours.						
I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.						
I know the number of seconds in a minute.						
I know the number of days in each month/ year/ leap year.						
I can compare the duration of events.						
I can measure the perimeter of simple 2D shapes.						
I can add and subtract amounts of money to give change, using both £ and p in a practical context.						

Geometry – properties of shapes

I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.

I can draw simple 2D shapes.

I can make 3D shapes using modelling materials.

I recognise 3D shapes in different orientations and describe them.

I recognise that angles are a property of shape or a description of a turn.

I can identify right angles.

I recognise that two right angles make a half-turn & three make a three quarter turn.

I can identify whether angles are greater than or less than a right angle and use the terms acute and obtuse.

Statistics

I can interpret and present data using bar charts, pictograms and tables.

I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.



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Y3 Maths Targets (exceeding expectations)

Number						
I can recognise the value of each digit in a 4-digit number and the value of a tenth						
I can rapidly recall all multiplication facts up to 10 x 10 and their associated division facts						
I can add and subtract numbers with any number of digits using formal written methods						
I have some understanding of negative numbers recognising they are smaller than zero						
I can multiply and divide a 2 digit number by a single digit number and have an understanding of 'remainder'						
I can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000						
Measurement and Geometry						
I can use knowledge of number to solve problems related to money, time and measures						
I know that the total internal angles of a triangle measure 180 degrees and can measure each						
I can relate knowledge of time to problems related to timetables						
I can measure, compare, add and subtract more complex problems using common metric measures kg, gms, kl, litres. km.						



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Y4 Maths Targets (meeting expectations)

Number						
I can count in multiples of 6, 7 and 9.						
I can count in multiples of 25 and 1000.						
I can order and compare numbers beyond 1000.						
I can find 1000 more or less than a given number.						
I recognise the place value of each digit in a 4-digit number.						
I can read Roman Numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.						
I can identify, represent and estimate numbers using different representations.						
I can round any number to the nearest 10, 100 or 1000.						
I can count backwards through zero to include negative numbers.						
I can solve number and practical problems with numbers to 1000 and negative numbers.						
Calculations						
I can add numbers with up to 4-digits using the formal written methods of columnar addition.						
I can subtract numbers with up to 4-digits using the formal written methods of columnar subtraction.						
I can estimate and use inverse operations to check answers in a calculation.						
I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use.						
I can understand remainders in context						
I can recall multiplication and division facts up to 12×12 .						
I can use place value, known and derived facts to multiply and divide mentally, including: \times by 0 and 1; \div by 1; and multiplying together 3 numbers.						
I recognise and use factor pairs and commutativity in mental calculations.						
I can multiply 2 and 3 digit numbers by a 1-digit number using formal written layout for short multiplication						
I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.						



Beverley Minster C of E Primary School

Y4 Maths Targets (meeting expectations)

Outer Numeracy						
Fractions, decimals and percentages						
I can count up and down in hundredths.						
I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.						
I recognise and show using diagrams, families of common equivalent fractions.						
I can add and subtract fractions within the same denominator including for numbers greater than a whole.						
I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.						
I recognise and write decimal equivalents of any number of tenths or hundredths.						
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 2 decimal places.						
I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits.						
I can solve problems involving increasingly harder fractions and fractions to divide quantities.						
I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.						
Measurement						
I can compare different measures, including money in £ and p.						
I can estimate and calculate different measures, including money in £ and p.						
I can read, write and convert time between analogue and digital 12 hour clocks.						
I can read, write and convert time between analogue and digital 24 hour clocks.						
I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.						
I can convert between different units of measurements						
I can measure and calculate the perimeter of a rectilinear figure in cm and m.						
I can find the area of rectilinear shapes by counting squares.						
Geometry – properties of shapes						
I can compare and classify geometric shapes, including quadrilaterals (incl. parallelogram, rhombus, trapezium) and triangles (scalene, isosceles, equilateral) based on their properties and sizes.						
I can identify lines of symmetry in 2D shapes presented in different orientations.						
I can complete a simple symmetric pattern with different orientations of lines of symmetry.						
I can identify acute and obtuse angles and compare and order angles up to two right angles by size.						
Geometry – position and direction						
I can describe movements between positions as translations of a given unit to the left/right and up/down.						
I can describe positions on a 2D grid as coordinates in the first quadrant.						
I can plot points and draw sides to complete a given polygon.						

Statistics

I can interpret and present discrete and continuous data using appropriate graphical methods incl. bar charts & time graphs.

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



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Y4 Maths Targets (exceeding expectations)

Number						
I can use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems						
I can round any number to 100 000 to the nearest 10 100 1000 or 10 000						
I can relate tenths and hundredths to fractional values						
I can rapidly recall answer when multiplying and dividing a whole or decimal number by 10						
I can solve multi-step problems involving more than one of the operations						
I can work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography						
I can compare and add fractions whose denominators are all multiples of the same number						
Measurement and Geometry						
I can use knowledge of perimeter to work out real-life examples using metres and centimetres						
I can use a 24-hour timetable to find out times for a journey between various places						
I can collect own data on given project and present information in graphs, choosing own format.						



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Y5 Maths Targets (meeting expectations)

Number						
I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.						
I can read, write, order and compare numbers to at least 1,000,000.						
I can determine the value of each digit in numbers up to 1,000,000.						
I can read Roman Numerals to 1000 (M) and recognise years written in Roman Numerals.						
I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.						
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.						
I can solve number problems and practical problems with the numbers to 1, 000, 000 incl. negative numbers.						
Calculations						
I can add and subtract numbers mentally with increasingly large numbers. (eg, 12,462 - 2300)						
I can add and subtract whole numbers with more than 4 digits, including using column addition and subtraction.						
I can 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 and methods to use and why.						
I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.						
I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.						
I can establish whether a number up to 100 is prime and recall prime numbers up to 19.						
I recognise and use square numbers and cube numbers, and the notation for squared and cubed.						
I can multiply and divide numbers mentally drawing on known facts.						
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.						
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 solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.						
I can solve balancing problems involving addition, subtraction, multiplication and division and a combination of these, using the equals sign to show equivalence.						
I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.						



Beverley Minster C of E Primary School

Y5 Maths Targets (meeting expectations)

Outer Numeracy						
Fractions, decimals and percentages						
I can recognise mixed numbers and improper fractions and convert from one form to the other.						
I can write mathematical statements >1 as a mixed number.						
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.						
I can compare and order fractions whose denominators are multiples of the same number.						
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.						
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.						
I can read and write decimal numbers as fractions.						
I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.						
I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.						
I can read, write, order and compare numbers with up to 3 decimal places.						
I can solve problems involving numbers up to 3 decimal places.						
I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.						
I can write percentages as a fraction with denominator hundred, and as a decimal.						
I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25.						
Measurement						
I can solve problems involving converting between units of time.						
I can convert between different units of metric measure.						
I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.						
I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.						
I can calculate and compare the area of rectangles (incl. squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.						
I can estimate volume and capacity.						
I can use all four operations to solve problems involving money using decimal notation, including scaling.						
Geometry – properties of shapes						
I can use the properties of rectangles to deduce related facts and find missing lengths and angles.						
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.						
I can identify 3D shapes, including cubes and other cuboids, from 2D representations.						
I know angles are measured in degrees.						
I can estimate and compare acute, obtuse and reflex angles.						

I can identify angles at a point and one whole turn.						
I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.						
I can identify other multiples of 90° .						
I can draw given angles and measure them in degrees using a protractor.						
Geometry – position and direction						
I can 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.						
Statistics						
I can complete, read and interpret information in tables, including timetables.						
I can solve comparison, sum and difference problems using information presented in a line graph.						



Beverley Minster C of E Primary School

Y5 Maths Targets (exceeding expectations)

Number						
I have a concept of numbers well beyond 1 000 000 and their relative distance to planets, historical data and geographical aspects						
Divide whole numbers (up to 4 digits) by 2 digits, using preferred method						
I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating						
I can link working across zero for positive and negative numbers to work time between BC and AD in history						
I can recognise the symbol for square root and work out square roots for numbers up to 100						
I can calculate number problems algebraically, for example, $2x-3=5$						
Measurement and Geometry						
I can use knowledge of measurement to create plans of areas around school such as classrooms, field etc.						
I can relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to km and lbs.						
I can use a range of timetables to work out journey times on a fictional journey around the world						
I can collect own data on personal project and present information in formats of their choosing, charts, graphs and tables						



Beverley Minster C of E Primary School

Y6 Maths Targets (meeting expectations)

Number						
I can count forwards or backwards in steps of powers of 10 for any given number up to 10,000,000.						
I can read, write, order and compare numbers to at least 10,000,000.						
I can determine the value of each digit in numbers up to 10,000,000.						
I can round any number up to 10,000,000 to the nearest 10, 100, 1000, 10000 and 100000.						
I can interpret negative numbers in context and calculate intervals across zero.						
I can solve number problems and practical problems with numbers to 10, 000, 000 including negative numbers.						
Calculations						
I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.						
I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.						
I can identify common factors, common multiples and prime numbers.						
I can perform mental calculations, including with mixed operations and large numbers.						
I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.						
I can divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.						
I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.						
I can solve problems involving addition, subtraction, multiplication and division using a range of calculation strategies.						
I can use my knowledge of the order of operations to carry out calculations involving the four operations by using brackets.						



Beverley Minster C of E Primary School

Y6 Maths Targets (meeting expectations)

Outer Numeracy						
Fractions, decimals and percentages						
I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.						
I can compare and order fractions, including fractions >1 .						
I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.						
I can multiply simple pairs of proper fractions, writing the answer in the simplest form.						
I can divide proper fractions by whole numbers.						
I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.						
I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.						
I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.						
I can use written division methods in cases where the answer has up to 2 decimal places.						
I can solve problems which require answers to be rounded to specified degrees of accuracy.						
I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts						
Ratio and proportion						
I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts. (bar method)						
I can solve problems involving the calculation of percentages and the use of percentage comparisons. (eg. 15% of 360)						
I can solve problems involving similar shapes where the scale factor is known or can be found.						
I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.						
Algebra						
I can express missing number problems algebraically.						
I can use simple formulae.						
I can generate and describe linear number sequences.						
I can find pairs of numbers that satisfy an equation with two unknowns.						
I can enumerate possibilities of combinations of two variables.						
Measurement						
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 of up to 3 decimal places.						
I can convert between miles and kilometres.						
I recognise that shapes with the same areas can have different perimeters and vice versa.						
I can calculate the area of parallelograms ($b \times h$) and						

triangles $\frac{1}{2} (b \times h)$.						
I recognise when it is possible to use the formulae for the area of shapes.						
I can calculate, estimate and compare volume of cubes and cuboids, using standard units.						
I recognise when it is possible to use the formulae for the volume of shapes ($l \times w \times h$)						
I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.						
Geometry – properties of shapes						
I can compare and classify geometric shapes based on the properties and sizes.						
I can describe simple 3D shapes.						
I can draw 2D shapes given dimensions and angles.						
I recognise and build simple 3D shapes, including making nets.						
I can find unknown angles in any triangles, quadrilaterals and regular polygons.						
I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.						
I can illustrate and name parts of circles, including radius, diameter and circumference.						
I know the diameter is twice the radius.						
Geometry – position and direction						
I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.						
I can describe positions on the full co-ordinate grid (all four quadrants).						
Statistics						
I can interpret and construct pie charts and line graphs and use these to solve problems						
I can calculate and interpret the mean as an average.						



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Y6 Maths Targets (exceeding expectations)

Number						
I can compare, order and convert between fractions, decimals and percentages in contexts related to science, history or geography learning						
I can move beyond squared and cubed numbers to calculate problems such as $X \times 10N$ where N is positive						
I can use $=, \neq, <, >, \leq, \geq$ correctly						
I can multiply all integers, (using efficient written methods) including mixed numbers and negative numbers						
I can recognise an arithmetic progression and find the nth term						
I can calculate costs and time involved to visit a destination in another part of the world relating to on-going learning in history or geography						
Measurement and Geometry						
I can use formula for measuring area of shape, such as cuboid and triangle to work out area of irregular shapes in the school environment						
I can use four operations with mass, length, time, money and other measures, including with decimal quantities						
I can create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements						
I can collect own data on personal project and present information in formats of their own choosing, charts, graphs and tables and answer specific questions related to their research						