SRS Achievement Statements

THE SCHOOL OF RESEARCH SCIENCE

Mathematics

Curriculum Codes

You will notice that each target has a code next to it, like this example below:

F2	npv	I can recognise odd and even numbers

This is the curriculum code – which is explained in the table below. It indicates the National Curriculum sub-area that the target relates to

This is the Target reference, which is a reference point for the Tracking System. Any target marked with an asterisk(*) indicates a Key Target that must be secured as a priority- these are the power statements

Code	What it means
npv	**Number and Place Value** This is all about knowing numbers, counting, and what each digit in a number represents. When you can read and write in numbers you will be much more confident in working out answers to problems
+/-	**Addition and Subtraction** In developing this area you are learn number bonds that allow you to add and subtract mentally with fluency. You develop strategies to add and subtract bigger and smaller numbers which are difficult to add and subtract mentally.
x/÷	**Multiplication and Division** This is all about calculating combinations of numbers. You learn your multiplication tables so that you are fluent, and understand how to use your multiplication tables to quickly find answers to related division facts. You also develop strategies to multiply and divide bigger and smaller numbers which are difficult to multiply and divide numbers mentally.
f	**Fractions** When you learn about fractions you learn about working with numbers smaller than 1 – where a number or quantity has been divided into a number of smaller parts. You develop strategies to show fractions in the simplest form using your understanding of multiplication and division, and you will make links between fractions, decimal numbers and percentages (see below).
d	**Decimals** Decimals numbers allow us to show numbers which are a smaller part of a whole number. In developing your understanding of decimals you will make links with your Place Value knowledge. You also make links with fractions and percentages. When completing division calculations you will learn how to show remainders as a decimal

Code	What it means
p	**Percentages** Percentages are special fractions, representing smaller parts of 100. It is a way of representing a fraction of a number, quantity or measurement. You will explore links with fractions and decimals. You will develop your understanding of how percentages are used frequently in the world around us.
pos	**Properties of Shape** In this area you learn all about 2-D and 3-D shapes, including the names of shapes and the vocabulary that defines shapes. As your knowledge and skills develop, you learn how to work out the area of 2-D shapes and the volume of 3-D shapes, and the link between shapes and angles.
s	**Statistics** Statistics is all about the way that numbers and diagrams are used to show patterns in number. You learn how to draw and read different types of graphs, and as your understanding develops you will learn how to use numbers to make predictions about what will happen in the future.
pdm	**Position, direction and motion** It is really important to be able to accurately describe the position of objects, starting with words like above and below. As your understanding develops you will be able to give increasingly precise and accurate descriptions of an object's position, and then describe accurately the direction of any movement. Movement includes angles of turn measured in degrees.
m	**Measurement** You will learn how to measure distance, mass and weight, force, time, capacity and volume using standard and non-standard units of measurement. You will develop methods of working out changes in measurement – including time, and as your understanding develops you will become more and more precise in your measurements.
a	**Algebra** In learning algebra you learn about substituting numbers for symbols, and how you can calculate multiples of any amount using a formula. Algebra becomes more and more useful as you develop your mathematical understanding – and allows you to prove some quite complicated ideas.
rp	**Ratio and Proportion** You learn how to make links between numbers and quantities, and how to increase and decrease numbers and quantities that have a relationship with each other. Ratios compare multiple quantities or numbers in relation to each other, whilst proportion compares quantities or numbers as a part of a whole set. In learning about both, you will make links with your understanding of fractions and decimals.

Links have been made between ELGs and Y1 statements to aid transition from EYFS to KS1 and to inform planning for pupils who are not yet secure in aspects of the ELG. If a child is not yet ready to access the Y1 curriculum, he or she should continue to be taught and assessed against the EYFS curriculum until the end of Y1.

In EYFS "Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures."

ELG 11 Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

P Scales

Foundational Targets			I am accurate	I am quick	I can apply it
P4	pdm	I can follow and join in familiar activities (e.g. the chorus of a song or number rhyme actions)			
P6	n	I can say numbers to 5 in the right order			
P6	n	I can count up to 3 objects			
P7	n	I can say numbers to 10 in the right order			
P7	n	I can count up to 5 objects			
P7	n	I can recognise numbers from one to five			
P8	n	I can say numbers to 20			
P8	n	I can count onwards from a number less than 10			
P8	n	I can recognise numbers from 1-9			
P8	n	I can describe position using the words "first, second, third" etc. up to 10			
P8	m	I can name the days in the week			

Conceptual Targets			With support	By myself	Supporting someone else
P4	n	I can copy some actions during number rhymes, games and songs			
P4	n	I can follow a sequence of pictures or numbers during number rhymes, games and songs			
P4	pdm	I understand that an object is still there, even when I can't see it			

P4	pos	I can stack or join objects using construction materials				
P4	pos	I can group objects with similar features				
P4	pdm	I can create very simple sequences				
P5	n	I can join in with number rhymes, stories, songs and games that I know				
P5	n	I can read the digits one or two in context				
P5	n	I can recognise the difference between "one" and "lots of"				
P5	m	I know the difference between big and small and can find big and small objects, when asked.				
P5	m	I can compare two objects and say which is bigger and which is smaller				
P5	pdm	I can explore the position of objects, for example, by placing them in, out, under or over set places				
P5	pos	I can find matching pairs from a collection of pictures or objects				
P5	n	I can make groups that have the same small number of objects in each				
P5	m	I can place objects of different sizes into containers that fit				
P6	n	I can show that I understand one-to-one correspondence by matching objects (e.g. knives and forks)				
P6	n	I can make sets of up to three objects				
P6	n	I can use numbers to 3 in familiar situations				
P6	n	I can show that I understand "more" by providing more objects when asked				
P6	n	I can join in with new number rhymes, songs and stories.				
P6	m	I can compare two objects and say which is bigger and which is smaller, where there is not much difference in size				
P6	pos	I can sort shapes into a shape sorter				
P6	pdm	I can follow instructions using words to describe position (in, on, under, or inside)				
P6	pos	I can sort objects and materials when they have one thing in common				
P6	pdm	I can copy simple sequences and patterns				

P7	pdm	I can follow instructions to move something "forwards" or "backwards"				
P7	pos	I can pick out described shapes from a collection (e.g. circles, shapes with straight edges)				
P7	m	I can use words I know to compare sizes and quantities (e.g. heavy/light, more/less), working practically				
P7	n	I can understand that each number represents a constant amount				
P7	n	I can show that I understand "less than"				
P7	n	I can 'add one' to a number of objects, working practically				
P7	pos	I can recognise when an object doesn't belong to group because it is different				
P7	n	I can respond correctly to the question, "How many?"				
P8	n	I can compare two groups of objects and say which has more and which has less				
P8	n	I can compare two groups of objects and say which is the bigger group and which is the smaller group				
P8	n	I can label sets of objects with the correct numbers up to and including 9				
P8	n	I can "add one" to a number of objects up to 10				
P8	n	I can "take one away" from a number of objects up to 10				
P8	n	I can estimate a number up to 10 and check my answer by counting				
P8	n	I can respond to mathematical language such as 'straight', 'circle', 'smaller' to select the shape and size of solids and flat shapes				
P8	pos	I can describe shapes in simple models and drawings				
P8	m	I can compare two objects and say which is the long one, short one etc.				
P8	m	I can order events in my day on a visual timetable				
P8	pdm	I can talk about, recognise and copy simple patterns and sequences				
P8	n	I can solve simple problems that involve counting up to 10 when working practically				

Year 1 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
F1*	npv	I can say what is one more and one less of a given number (Links to ELG 11)			
F2*	npv	I can recognise odd and even numbers			
F3*	npv	I can read and write numbers from 1 to 20 in numerals and words (Links to ELG 11)			
F4	+/-	I can read, write and work out questions involving addition (+), subtraction (-)			
F5*	+/-	I can recall, represent and use number bonds and related subtraction facts within 20			
F6*	x/÷	I can count in twos, fives and tens up to 100			
F7	fr	I can name and find ¼ and ½ of a shape, an object or a quantity of objects			
F8	pos	I can recognise and say the names of common 2-D shapes like rectangles, squares, circles and triangles			
F9	pos	I can recognise and say the names of common 3-D shapes like cuboids, cubes, pyramids and spheres			
F10	pdm	I can describe the position and direction of two objects using words like left, right, inside and outside, forwards and backwards			
F11	m	I can name the value of different coins and notes			
F12*	m	I can say the days of the week and the months of the year in order			
F13	m	I can tell the time when it is o'clock and half past the hour			

Conceptual Targets			With support	By myself	Supporting someone else
C1	npv +/-	I can use objects and draw pictures to show numbers including a number line. (Links to ELG 11)			
C2*	npv	I can say what these words mean and use them in my work; equal to, more than, less than, most, least			
C3	+/-	I can solve simple one step addition and subtraction problems, including ones where a number is missing			
C4	x/÷	I can work out doubles of numbers up to 10 by using and counting objects (Links to ELG 11)			
C5	x/÷	I can work out half of even numbers up to 20 by sharing or grouping objects and counting them (Links to ELG 11)			
C6	pdm	I can order and arrange objects and shapes in patterns (Links to ELG 12)			
C7*	m	I can say if objects are longer or shorter, taller or shorter or long or short when I measure them (Links to ELG 12)			
C8*	m	I can say if an object is heavier or lighter than another object (Links to ELG 12)			
C9	m	I can say if a container with water in it is full or empty, a quarter full or quarter empty and three quarters full or three quarters empty			
C10	m	I can say if an action was slower or quicker than another action (Links to ELG 12)			
C11	m	I can put words about time events in order			
C12*	m	I can say today's date			
C13	m	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); volume and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels			

Year 2 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
2F1*	npv	I can say the value of each digit in a 2-digit number (tens, ones)			
2F2*	npv	I can read, write, compare and order numbers from 0 up to 100; use <, > and = signs			
2F3	+/-	I can add and subtract three 1-digit numbers mentally			
2F4*	+/-	I can add and subtract two 2-digit numbers in my head			
2F5*	+/-	I can count on in 2s, 3s, 5s and 10s from any 2-digit number			
2F6*	x/÷	I can recall multiplication and division facts for the 2, 5 and 10 multiplication tables			
2F7	x/÷	I can calculate the answer to multiplication and division calculations within the multiplication tables that I know and write them using the multiplication (x), division (÷) and equals (=) signs			
2F8*	x/÷	I can double any number up to and including 50 and work out half of any even number up to 100.			
2F9*	fr	I can find and name $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity			
2F10	fr	I can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half			
2F11	st	I can show information in pictograms, tally charts, block diagrams and simple tables			
2F12	pos	I can compare and sort common 2-D and 3-D shapes and everyday objects			
2F13*	pos	I can say how many sides 2-D shapes have			
2F14	pos	I can work out how many lines of symmetry some common 2-D shapes have			
2F15	pos	I can say how many edges, vertices and faces common 3-D shapes have			
2F16	pos	I can say which 2-D shapes make up the faces of common 3-D shapes			
F17	pdm	I can describe how an object is turning using words like: right angle, clock-wise, anti-clockwise, quarter turn, half turn and three quarter turn.			
2F18*	m	I can read scales on measuring equipment like rulers, weighing scales, thermometers and measuring cylinders to the nearest numbered unit using standard units			
F19	m	I can compare and order measurements and record the results using >, < and =			
F20	m	I can add and subtract money of the same unit and combine amounts of money to make a given value			
F21	m	I can tell and write the time to 5 minutes including quarter past/to the hour and draw hands on a clock face to show these times			
2F22*	m	I can recall the number of minutes in an hour and the number of hours in the day.			
F23	m	I can compare and sequence intervals of time			

Year 2 Statements

Conceptual Targets			With support	By myself	Supporting someone else
2C1	npv	I can solve word problems using place value and number facts with two digit numbers with some accuracy			
2C2	npv	I can choose if it is best to work out an answer using a mental method or a written method.			
2C3*	+/-	I can prove that I can add two numbers in any order and get the same answer			
2C4*	+/-	I can prove that changing the order of numbers in a subtraction calculation makes the answer change			
2C5	x/÷	I can use objects to calculate half of an odd number of objects, giving the answer as a remainder and fraction			
2C6*	x/÷	I can say how to check my answers for multiplication and division calculations because they are the inverse of each other			
2C7*	x/÷	I can prove that I can multiply two numbers in any order and get the same answer			
2C8*	x/÷	I can prove that changing the order of numbers in a division calculation makes the answer change			
2C9	x/÷	I can solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts			
2C10	st	I can find information from pictograms, tally charts, block diagrams and simple tables			
2C11	st	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity			
2C12*	m	I can compare intervals of time and sequence them in the right order.			

Year 3 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
F1*	npv	I can say the value of each digit in a 3-digit number (hundreds, tens, ones)			
F2*	npv	I can read, write, compare and order numbers up to 1 000			
F3*	+/-	I can add and subtract ones, tens and hundreds to and from any 3-digit number			
F4	+/-	I can use column addition and column subtraction to add and subtract 3-digit numbers			
F5*	x/÷	I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables			
F6*	x/÷	I can calculate the double of any number up to 1 000			
F7*	x/÷	I can calculate half of any number up to 1 000.			
F8	x/÷	I can write and calculate mathematical statements for multiplication and division within the multiplication tables I know, including 2-digit numbers x 1-digit numbers using mental and written methods			
F9	f	I can count up and down in tenths			
F10	f	I can recognise, find and write fractions of a discrete set of objects or numbers using fractions with a small denominator or a denominator of 1 and put these in order			
F11	f	I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7)			
F12	pos	I can identify horizontal, vertical, perpendicular, parallel and curved lines in relation to other lines			
F13*	pdm	I can identify how many right angles make up quarter, half, three-quarter and full turns			
F14*	pdm	I can say whether an angle is less than or greater than a right angle			
F15	pdm	I can relate understanding of right-angled turns and half turns to compass positions.			
F16	m	I can add and subtract amounts of money to give change, using both £ and p in practical contexts			
F17	m	I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight			
F18	m	I can record and compare time in terms of seconds, minutes, hours and o'clock;			
F19*	m	I can use vocabulary such as am/pm, morning, afternoon, noon and midnight			
F20*	m	I can recall the number of seconds in a minute and the number of days in each month, year and leap year			
F21*	pos	I can measure the perimeter of simple 2-D shapes using the best standard unit			

Year 3 Statements

Conceptual Targets			With support	By myself	Supporting someone else
3C1	npv	I can solve number problems (including missing number problems) and practical problems by using my knowledge of number facts[1] and place value. I use diagrams, measuring equipment and written methods to help me			
3C2*	npv +/- x/÷	I can estimate the answer to a calculation and use inverse operations to check answers			
3C3	x/÷	I can solve multiplication and division problems (which include missing number problems), including scaling problems and correspondence problems in which *n* objects are connected to *m* objects			
3C4*	f	I can show that tenths that arise from dividing an object into 10 equal parts are represented by a fraction			
3C5	f	I can show that tenths that arise from dividing a single digit number or a quantity by 10 are represented by a decimal number			
3C6*	f	I can explain and use the language of fractions including denominator and numerator			
3C7	f	I can recognise and show, using diagrams, equivalent fractions with small denominators			
3C8*	f	I can solve problems that involve fractions, including equivalent fractions and addition of fractions			
3C9	s	I can interpret and present data using bar charts, pictograms and tables			
3C10*	s	I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables			
3C11	pos	I can draw 2-D and make 3-D shapes using modelling materials; recognise these shapes in different orientations; and describe them with increasing accuracy			
3C12	pos	I can recognise 2-D and 3-D shapes in different orientations, and describe them accurately in terms of faces, edges, vertices and lines of symmetry.			
3C13	pos pdm	I can explain angles as a property of shape and can explain how angle is a measurement of turning			
3C14	m	I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml);			
3C15	m	I can compare durations of events, for example to calculate the time taken up by particular events or tasks			
3C16*	m	I can recognise and use full names and abbreviations for metric units of measure			

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[1] Number facts include addition and subtraction facts, multiplication and division facts and inverse operations

Year 4 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
F1	npv	I can read and write Roman numerals from 1 to 100 (I to C)			
F2*	npv	I can count backwards through zero to include negative numbers			
F3*	npv	I can recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones), round any number to 10, 100 or 1 000 and add multiples of 10, 100 or 1 000 mentally			
F4*	npv	I can add multiples of 10, 100 or 1 000 to any number up to 9 999 mentally			
F5	+/-	I can use column addition and column subtraction to add and subtract numbers with upto 4-digits			
F6*	x/÷	I can recall and use multiplication and division facts including recognising factor pairs for multiplication tables up to 12 x 12			
F7	npv x/÷	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers; doubling and halving any number			
F8*	x/÷	I can multiply or divide 2-digit and 3-digit numbers by a 1-digit number using efficient written methods			
F9	f	I can recognise show and name, using diagrams, families of common equivalent fractions including tenths and hundredths			
F10*	f	I can count up and down in hundredths			
F11*	f	I can recognise and write decimal equivalents of ¼, ½ and ¾, $^n/_{10}$ and $^n/_{100}$			
F12*	d	I can round decimals with one decimal place to the nearest whole number			
F13	d	I can read, write, compare and order numbers with the same number of decimal places up to two decimal places			
F14	pos	I can compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes			
F15	pos	I can identify acute and obtuse angles and compare and order angles by size up to two right angles			
F16	pos	I can identify lines of symmetry in 2-D shapes presented in different orientations, and complete symmetry diagrams for specific lines of symmetry			
F17*	pdm	I can recognise and say what is the angle of turn associated with movement between any of the eight compass points			
F18	m	I can convert between different units of measure for length, mass, capacity and time (including between the 12- and 24-hour clocks)			
F19*	m	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres			

Year 4 Statements

Conceptual Targets			With support	By myself	Supporting someone else
C1	npv m	I can identify, represent and estimate numbers using different representations – for example measurement scales			
C2*	npv	I can estimate the answer to, and solve, number and practical problems that involve making decisions about applying number facts, place value, rounding and estimation with increasingly large positive numbers			
C3	npv	I can explain how the number system has changed over time to include the concept of zero and place value			
C4*	+/-	I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and explaining why			
C5	+/- x/÷	I can estimate the answer to, and solve problems, involving multiplying and adding, including the distributive law and harder multiplication problems[2] such as 'which n objects are connected to which m objects'			
C6*	f	I can recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten			
C7	f	I can solve problems involving increasingly harder fractions to include non-unit fractions where the answer is not a whole number			
C8*	f	I can add and subtract fractions with the same denominator			
C9	npv	I can explain, using place value knowledge, the effect of dividing any number by 10 and 100 on the number and the digits in the number			
C10	f d npv m	I can estimate the answer to, and solve simple measure and money problems involving fractions and decimals to 2 decimal places			
C11	s	I can interpret and present discrete data using bar charts and continuous data using appropriate graphical methods, including bar charts and time graphs			
C12	s	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs			
C13	pdm	I can describe positions, and movements between positions, on a 2-D grid, and as coordinates in the first quadrant			
C14	pdm	I can describe movements between positions as translations of a given unit to the left/right and up/down			
C15	pos	I can plot specified points and draw sides to complete a given polygon			
C16	m	I can estimate, calculate, and compare the area of squares, rectangles and related composite shapes using standard units, including centimetre squared (cm^2) and metre squared (m^2)			
C17*	m	I can solve problems including converting from hours to minutes; minutes to second; years to months; weeks to days			

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[2] Harder multiplications include 2-digit x 2-digit and 2-digit x 3-digit problems

Year 5 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
F1*	npv	I can read, write, order, compare and round numbers to at least 1 000 000 and determine the value of each digit			
F2*	npv	I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000			
F3*	npv	I can interpret negative numbers in context, and count forwards and backwards with positive and negative whole numbers through zero			
F4	npv	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.			
F5*	+/-	I can add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)			
F6	+/-	I can add and subtract numbers mentally with increasingly large numbers			
F7*	x/÷	I can multiply numbers up to 4-digits by a 1 or 2-digit number using an efficient written method, including long multiplication for 2-digit numbers			
F8*	x/÷	I can divide numbers up to 4 digits by a 1-digit number using the efficient written method of short division and interpret remainders appropriately for the context			
F9*	x/÷	I can identify multiples and factors including factor pairs of any number			
F10	npv x/÷	I can establish whether a number up to 100 is prime and recall the prime numbers up to 19			
F11*	x/÷	I can multiply and divide numbers mentally drawing upon known facts including multiplying and dividing by 10, 100 and 1 000			
F12	f	I can compare and order fractions whose denominators are all multiples of the same number			
F13	f	I can recognise mixed numbers and improper fractions and convert from one form to the other			
F14*	f	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents			
F15*	f	I can read, write, order, compare and round numbers with up to three decimal places			
F16*	p	I can write simple fractions as percentages and decimals percentages (e.g. ½ = 50% = 0.5)			
F17	pos	I can identify 3-D shapes, including cubes and cuboids, from 2-D representations			
F18	pdm	I can estimate, compare, measure and draw a given angle, writing its size in degrees (^{0}) and say if the angle is an acute, reflex, obtuse, right angle or multiples of 90°			
F19	pdm	I can calculate angles where there are two or more angles on a straight line or ½ turn (180°) and where there are two or more angles in a whole turn (360°)			
F20	pdm	I can identify, describe and represent the position of a shape following a reflection or translation using the appropriate vocabulary, and I know that the shape has not changed			
F21*	m	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres			
F22	m	I can calculate and compare the area of squares, rectangles and related composite shapes using standard units, including centimetre squared (cm^2) and metre squared (m^2) and estimate the area of irregular shapes			

Year 5 Statements

Conceptual Targets			With support	By myself	Supporting someone else
5C1	npv	I can estimate the answer to, and solve, number and practical problems that involve numbers up to 1 000 000, using my knowledge of factors and multiples, squares, cubes, positive and negative integers; including units of measurement			
5C2*	npv +/- x/÷	I can solve single- and multi-step problems involving a combination of addition, subtraction, multiplication and division calculations, including understanding the meaning of the equals sign			
5C3*	npv +/- x/÷	I can explain my choice of calculation when solving single- and multi-step problems			
5C4	npv	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy			
5C5	npv x/÷	I can explain what the vocabulary of prime numbers means including prime number, prime factor and composite (non-prime) number			
5C6*	x/÷	I can recognise and use square numbers and square roots, and the notation for squared (^{2}) and cubed (^{3})			
5C7	x/÷ f d p	I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates			
5C8*	f	I can add and subtract fractions with the same denominator and related fractions including writing mathematical statements that exceed 1 as a mixed number: (e.g. 2/5 + 4/5 = 6/5 = $1^1/_5$)			
5C9	f	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams			
5C10*	d	I can solve problems involving numbers up to three decimal places			
5C11*	p	I can explain what the percent symbol means and relate my understanding to parts of a whole number or whole quantity			
5C12	f p	I can solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$ and $^4/_5$ and those fractions with a denominator of a multiple of 10 or 25.			
5C13	a	I can use symbols and letters to represent variables and missing numbers in mathematical situations such as: - Missing numbers, lengths, coordinates and angles - Arithmetical rules (e.g. a+b = b+a) - Number puzzles (e.g. What two numbers can add up to ?)			
5C14	s	I can solve comparison, sum and difference problems using information presented in line graphs			
5C15*	s	I can complete, read and interpret information in tables, including timetables			
5C16	pos	I can draw shapes from given dimensions and angles			
5C17	pos	I can use the properties of rectangles to deduce related facts and find missing lengths and angles			
5C18	pos	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles			
5C19	pos	I can prove that shapes with the same areas can have different perimeters and vice versa			
5C20	m	I can say what the equivalences are between common metric and imperial units and estimate equivalences of a given measure			

Conceptual Targets			With support	By myself	Supporting someone else
5C21	m	I can measure force in Newtons (N)			
5C22	m	I can estimate and calculate the volume of cuboids (including cubes) and the capacity of liquids			
5C23	m	I can solve problems converting between the units of time			

Year 6 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
6F1*	npv	I can read, write, order and compare numbers up to 10 million and determine the value of each digit			
6F2*	npv +/-	I can add, subtract and use negative numbers in context, and calculate intervals across zero			
F3	npv +/- x/÷	I can perform mental calculations, including with mixed operations and large numbers			
6F4*	npv +/- x/÷	I can use my knowledge of the order of operations to carry out calculations involving the four operations			
6F5*	x/÷	I can multiply numbers with at least 4-digits by a 2-digit whole number using long multiplication			
6F6*	x/÷	I can divide numbers up to 4-digits by a 2-digit whole number using long division, and interpret remainders as whole number remainders, fractions, decimals or by rounding as appropriate for the context			
6F7*	npv x/÷	I can identify common factors, common multiples and prime numbers			
F8	npv f	I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination			
6F9*	f	I can compare and order any fraction, including fractions >1			
6F10*	d	I can multiply and divide numbers up to three decimal places by 10, 100 and 1 000 where the answers are up to three decimal places			
6F11	d	I can multiply 1-digit numbers with up to two decimal places by whole numbers			
6F12	p	I can use percentages for comparison and calculate percentages of whole numbers or measures such as 15% of 360			
6F13*	f d p	I can recall and use equivalences between simple fractions, decimals and percentages including in different contexts			
6F14*	a	I can generate and extend linear number sequences			
6F15	a	I can express missing number problems algebraically			
6F16*	a	I can find pairs of numbers that satisfy number sentences involving two unknowns			
6F17	rp	I can recognise equivalent ratios and reduce a given ratio to its lowest terms			
6F18	s	I can calculate and interpret the mean as an average			
6F19	s	I can calculate and interpret the mode and median as an average			
6F20	pos	I can recognise, describe and build simple 3-D shapes, including making nets			
6F21*	pos pdm	I can recognise angles and find unknown angles involving angles at a point, on a straight line, in a triangle (180º), in a quadrilateral (360°) and vertically opposite angles			
6F22	pdm	I can describe positions on the full coordinate grid (all four quadrants)			
6F23	pdm	I can construct, translate and reflect simple shapes on the coordinate plane and reflect them in the axes			
6F24	m	I can calculate the area of parallelograms and triangles			

Conceptual Targets			With support	By myself	Supporting someone else
6C1*	npv x/÷	I can use estimation to check answers to calculations and determine an appropriate level of accuracy			
6C2*	f d	I can calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$) and explain how I've done it			
6C3*	f	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions			
C4	f	I can multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. ¼ x ½ = 1/8)			
C5	f	I can divide proper fractions by whole numbers (e.g $^1/_3 \div 2 = 6$)			
6C6*	x/÷ d	I can use written division methods in cases where the answer has up to 2 decimal places			
6C7*	npv	I can solve problems which require answers to be rounded to specified degrees of accuracy			
C8	a	I can work out the possibilities of combinations of two variables			
6C9	rp	I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts			
6C10	rp	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples			
6C11*	rp	I can solve problems involving similar shapes where the scale factor is known or can be found			
6C12	s	I can interpret and construct pie charts and line graphs and use these to solve problems			
6C13*	s	I can solve different types of problems using averages			
6C14	pos	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons			
6C15*	pos	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius			
6C16	m d	I can solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate			
C17	m	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, including between miles and kilometres using decimal notation to three decimal places			
6C18*	m	I can recognise when it is necessary to use the formulae for area and volume of shapes			
6C19	m	I can calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3			

Beyond Year 6 Statements

Foundational Targets			I am accurate	I am quick	I can apply it
+6F1*	npv	I understand and I can use place value for decimals, measures and integers of any size			
+6F2	npv	I can use the symbols =, ≠, <, >, ≤, ≥ to describe a numerical or algebraic equation			
+6F3	p	I can find the outcome of a given percentage increase or decrease, including numbers and quantities			
+6F4*	a	I can use and interpret algebraic notation, including: - ab in place of a x b - 3y in place of y + y + y and 3 x y - a^2 in place of a x a, a^3 in place of a x a x a; a^2b in place of a x a x b - a/b in place of a ÷ b - coefficients written as a fraction rather than as a decimal - brackets			
+6F5	pos m	I understand and I can use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems			
+6F6	pos pdm	I can apply the properties of angles at a point, angles at a point on a straight line, and vertically opposite angles			
+6F7*	pdm	I can identify alternate and correspondent angles; understand a proof that the sum of the angles of a triangle is 180 degrees and of a quadrilateral is 360 degrees			

Conceptual Targets			With support	By myself	Supporting someone else
+6C1	npv	I can use logical argument to establish the truth of a statement			
+6C2*	npv +/- x/÷	I can use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions and mixed numbers, all both positive and negative			
+6C3	npv +/- x/÷	I can use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals			
+6C4*	p	I can express one quantity as a percentage of another, compare two quantities using a percentage, and work with percentages greater than 100%			
+6C5*	a	I can substitute numerical values into formulae and expressions, including scientific formulae			
+6C6	s a	I can model situations or procedures by translating them into algebraic expressions or formulae and by using graphs			
+6C7*	s	I can describe the probability of an event on a scale of 0 to 1			
+6C8*	rp	I can recognise and use division in the context of fractions, percentages and ratio			
+6C9	pdm	I can identify properties of, and describe the results of, translations, rotations and reflections applied to given figures			
+6C10	pos m	I can derive and apply formulae to calculate and solve problems involving: perimeter and areas of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)			
+6C11	pos pdm	I can derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons			