**Information for Parents/Carers**

**Mathematics Targets - A Year 1 Mathematician**

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| **Number** |
| I can count reliably to 100. |
| I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100. |
| I can write all numbers in words to 20. |
| I can say the number that is one more or one less than a number to 100. |
| I can recall all pairs of addition and subtraction number bonds to 20. |
| I can add and subtract 1-digit and 2-digit numbers to 20, including zero. |
| I know the signs + - =. |
| I can solve a missing number problem. |
| I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations. |
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| **Measurement and geometry** |
| I recognise all coins. |
| I recognise and can name the 2D shapes: circle, triangle, square and rectangle. |
| I recognise and can name the 3D shapes: cuboid, pyramid, sphere. |
| I can name the days of the week and months of the year. |
| I can tell the time to o’clock and half past the hour. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 1 Expectations**

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| 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 - up to 100. |
| I know the signs (+); (-); (=); (<); (>). |
| I can apply my knowledge of number to solve a one-step problem involving an addition, a 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 my knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc. |
| I can recognise different 2D and 3D shapes in the environment. |

**Information for Parents/Carers**

**Mathematics Targets - A Year 2 Mathematician**

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| **Number** |
| I can read and write all numbers to at least 100 in numerals and words. |
| I recognise odd and even numbers to 100. |
| I can count in steps of 2, 3 and 5 from 0. |
| I recognise and can define the place value of each digit in a 2 digit number. |
| I can compare and order numbers from 0 to 100 using the < > and = signs. |
| I can name the fractions 1/3, 1/4, 1/2 and 3/4 and can find fractional values of shapes, lengths and numbers. |
| I can recall and use multiplication and division facts for the 2, 5 and 10x tables. |
| I can add and subtract a 2-digit number and ones. |
| I can add and subtract a 2-digit number and tens. |
| I can add and subtract two 2-digit numbers. |
| I can add three 1-digit numbers. |
| I can solve problems involving addition and subtraction. |
| I understand and can use commutativity in relation to addition, subtraction, multiplication and division. |
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| **Measurement and geometry** |
| I can choose and use appropriate standard units to estimate length, height, temperature and capacity. |
| I can tell and write the time to 5 minute intervals. |
| I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money. |
| I can describe the properties of 2D and 3D shapes to include edges, vertices and faces. |
| I can interpret and construct pictograms, tally charts, block diagram and simple tables. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 2 Expectations**

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| 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 number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division. |
| 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 and numbers 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. |
| I know about right angles and where they can be seen in the environment. |
| I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other. |
| I can measure, compare, add and subtract using common metric measures. |

**Information for Parents/Carers**

**Mathematics Targets - A Year 3 Mathematician**

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| **Number** |
| I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words. |
| I can count from 0 in multiples of 4, 8, 50 and 100. |
| I can recognise the value of each digit in a 3-digit number. |
| I understand and can count in tenths, and find the fractional value of a given set. |
| I can add and subtract fractions with a common denominator. |
| I can derive and recall multiplication facts for 3, 4 and 8x tables. |
| I can add and subtract mentally combinations of 1-digit and 2-digit numbers. |
| I can add and subtract numbers with up to 3-digits using formal written methods. |
| I can write and calculate mathematical statements for multiplication and vision using the 2x, 3x, 4x, 5x, 8x and 10x tables. |
| I can calculate 2-digit x 1-digit. |
| I can solve number problems using one and two step problems . |
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| **Measurement and geometry** |
| I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle. |
| I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm. |
| I can measure, compare, add and subtract using common metric measures. |
| I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 3 Expectations**

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| I can recognise the value of each digit in a 4-digit number and the value of a tenth. |
| I know all multiplication facts up to 10 x 10 and can instantaneously answer questions such as, how many 7s in 42? |
| I can add and subtract numbers with any number of digits using formal written methods. |
| I am beginning to have an understanding about negative numbers recognising they are smaller than zero. |
| I can multiply and divide any 2-digit number by a single digit number and have an understanding of ‘remainder’. |
| I can find fractional values (from ½ to 1/10 )of amounts up to 1000. |
| I can use my knowledge of number to solve problems related to money, time and measures. |
| I know that the total internal angles of a triangle measure 180° and can measure each angle |
| I can use my knowledge of time to help me solve problems related to timetables. |
| I can measure, compare, add and subtract when solving more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc. |

**Information for Parents/Carers**

**Mathematics Targets - A Year 4 Mathematician**

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| **Number** |
| I can recall all multiplication facts to 12 x 12. |
| I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number. |
| I can count backwards through zero to include negative numbers. |
| I can compare numbers with the same number of decimal places up to 2-decimal places. |
| I can recognise and write decimal equivalents of any number of tenths or hundredths. |
| I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction. |
| I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths. |
| I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. |
| I can solve two step addition and subtraction problems in context. |
| I can solve problems involving multiplication. |
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| **Measurement and geometry** |
| I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes. |
| I know that angles are measured in degrees and can identify acute and obtuse angles. |
| I can compare and order angles up to two right angles by size. |
| I can measure and calculate the perimeter of a rectilinear figure in cm and m. |
| I can read, write and convert between analogue and digital 12 and 24 hour times. |
| I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 4 Expectations**

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| 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, 1,000 or 10,000. |
| I can relate tenths and hundredths to fractional values. |
| I can rapidly find the 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, for example, as met in on-going learning in science, history and geography |
| I can compare and add fractions whose denominators are all multiples of the same number. |
| I can use a 24-hour timetable to find out times for journeys between various places. |
| I can use my knowledge of perimeter to work out the perimeter of large areas around school, using metres and centimetres. |
| I can collect my own data on a given project and present information in graphical formats of my choosing. |

**Information for Parents/Carers**

**Mathematics Targets - A Year 5 Mathematician**

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| **Number** |
| I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. |
| I recognise and use thousandths and relate then to tenths, hundredths and decimals equivalents. |
| I recognise mixed numbers and improper fractions and can convert from one to the other. |
| I can read and write decimal numbers as fractions. |
| I recognise the % symbol and understand percent relates to a number of parts per hundred. |
| I can write percentages as a fraction with denominator hundred and as a decimal fraction. |
| I can compare and add fractions whose denominators are all multiples of the same number. |
| I can multiply and divide numbers mentally drawing on known facts up to 12 x 12. |
| I can round decimals with 2dp to the nearest whole number and to 1dp. |
| I recognise and use square numbers and cube numbers; and can use the notation 2 and 3. |
| I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. |
| I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number. |
| I can divide numbers up to 4-digits by a 1-digit number. |
| I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors. |
| I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. |
| I can solve problems involving numbers up to 3dp. |
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| **Measurement and geometry** |
| I know that angles are measured in degrees. |
| I can estimate and compare acute, obtuse and reflex angles. |
| I can draw given angles and measure them in degrees. |
| I can convert between different units of metric measures and estimate volume and capacity. |
| I can measure and calculate the perimeter of composite rectilinear shapes in cm and m. |
| I can calculate and compare the areas of squares and rectangles including using standards units (cm2 and m2). |
| I can solve comparison, sum and difference problems using information presented in a line graph. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 5 Expectations**

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| I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects. |
| I can divide whole numbers (up to 4 digits) by 2-digit numbers, using my 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, for example, to work out time intervals 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 |
| I can use my knowledge of measurement to create plans of areas around school, such as the classroom, field, outside play area, etc. |
| I can relate the imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg. |
| I can use a range of timetables to work out journey times on a fictional journey around the world, for example, “How long would it take to reach the rainforests in the Amazon?” |
| I can collect my own data on a personal project and present information in formats of my choosing using charts, graphs and tables. |

**Information for Parents/Carers**

**Mathematics Targets - A Year 6 Mathematician**

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| **Number** |
| I can use negative numbers in context, and calculate intervals across zero. |
| I can round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy. |
| I can solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts. |
| I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination. |
| I can solve problems involving the calculation of percentages. |
| I can multiply 1-digit numbers with up to two decimal places by whole numbers. |
| I can perform mental calculations, including with mixed operations with large numbers. |
| I can divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways. |
| I use my knowledge of order of operations to carry out calculations involving all four operations. |
| 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 its simplest form. |
| I can divide proper fractions by whole numbers. |
| I can associate a fraction with division and calculate decimal fraction equivalents. |
| I can express missing number problems algebraically. |
| I can find pairs of numbers that satisfy number sentences involving two unknowns. |
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| **Measurement and geometry** |
| I can recognise, describe and build simple 3D shapes, including making nets. |
| I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons. |
| I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter. |
| I can 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 visa versa, using decimal notation to up to 3 decimal places. |
| I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units. |
| I can interpret and construct pie charts and line graphs and use these to solve problems. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 6 Expectations**

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| I can compare, order and convert between fractions, decimals and percentages, for example, in contexts related to science, history or geography learning |
| I can move beyond squared and cubed numbers to calculate problems such as X x 10n where n is positive. |
| I can use =, ≠, <, >, ≤, ≥ 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 n*th* term . |
| I can use a formula for measuring the area of a shape, such as a rectangle and triangle to work out the area of an irregular shape in the school environment |
| I can use the four operations with mass, length, time, money and other measures, including the use of 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 calculate the costs and time involved of a visit to a destination in another part of the world relating to on-going learning in history or geography. |
| I can collect my own data on a personal project and present information in formats of my choosing, using charts, graphs and tables, and answer specific questions related to my research. |