My Targets in Maths
We ❤ Maths

NC Y5E — Number & Place Value (N)

#	Target	Rating
1	I can count forwards in steps of powers of 10 for any given number up to 100 000.	☺☺☺
2	I can count forwards from a negative whole number through zero to include positive numbers.	☺☺☺
3	I can identify, represent and estimate numbers in different ways up to 10 000 in context including measures.	☺☺☺
4	I can read, write, order and compare numbers up to 10 000 using my place value knowledge.	☺☺☺
5	I can use the > < and = signs when comparing negative numbers.	☺☺☺
6	I can round any number up to 10 000 to the nearest ten, hundred or thousand in context including measures.	☺☺☺
7	I can solve number and practical problems which involve my number and place value knowledge.	☺☺☺

Calculating (C)

#	Target	Rating
1	I can add and subtract numbers with up to four digits confidently including whole numbers and decimal numbers using formal written methods.	☺☺☺
2	I can solve multi-step problems involving addition and subtraction in context involving missing numbers, money and measures (including time).	☺☺☺
3	I can use knowledge of rounding to check my addition and subtraction calculations.	☺☺☺
4	I can recall my multiplication and division facts up to 12 x 12.	☺☺☺
5	I can identify multiples using my x table knowledge.	☺☺☺
6	I can use the vocabulary of prime numbers and recall prime numbers up to 19.	☺☺☺
7	I can multiply a three digit number by a single digit number using formal written methods. HTU x U	☺☺☺
8	I can divide a three digit number by a single digit number using formal written methods. HTU ÷ U	☺☺☺
9	I can multiply and divide whole numbers and those involving decimal numbers by 10.	☺☺☺
10	I can solve problems involving multiplication and division using my knowledge of multiples.	☺☺☺
11	I can solve problems involving +, -, x, ÷ and a combination of these, which relate to my calculation knowledge at this time.	☺☺☺

Fractions (F)

#	Target	Rating
1	I can identify, name and write equivalent fractions, represented visually, including tenths and hundredths.	☺☺☺
2	I can round decimals with two decimal places to the nearest whole number and to one decimal place.	☺☺☺
3	I can compare and order fractions whose denominators are all multiples of the same number.	☺☺☺
4	I can count forwards and backwards in simple fractions.	☺☺☺
5	I can recognise and understand the per cent symbol (%) and can write percentages as fractions with denominator 100, and as a decimal.	☺☺☺

NC Y5D — Number & Place Value (N)

#	Target	Rating
1	I can count forwards in steps of powers of 10 for any given number up to 1 000 000.	☺☺☺
2	I can count forwards and backwards from a negative whole number through zero.	☺☺☺
3	I can identify, represent and estimate numbers in different ways up to 100 000 in context including measures.	☺☺☺
4	I can read, write, order and compare numbers (using the > < and = signs when necessary) up to 100 000.	☺☺☺
5	I can read and write numbers to 1000 in Roman numerals (I to M).	☺☺☺
6	I can use the > < and = signs when comparing negative numbers.	☺☺☺
7	I can round any number up to 100 000 to the nearest ten, hundred, thousand or ten thousand in context including measures.	☺☺☺
8	I can solve number and practical problems which involve my number and place value knowledge.	☺☺☺

Calculating (C)

#	Target	Rating
1	I can add and subtract numbers with up to four digits confidently including whole numbers and decimal numbers using formal written methods.	☺☺☺
2	I can solve multi-step problems involving addition and subtraction in context involving missing numbers, money and measures (including time).	☺☺☺
3	I can use knowledge of rounding to check my addition and subtraction calculations.	☺☺☺
4	I can identify pairs of factors using my x table knowledge.	☺☺☺
5	I can identify prime numbers, composite numbers and prime factors.	☺☺☺
6	I can multiply a four digit number by a single digit number using formal written methods. ThHTU x U	☺☺☺
7	I can divide a four digit number by a single digit number using formal written methods. ThHTU ÷ U	☺☺☺
8	I can multiply and divide whole numbers and those involving decimal numbers by 10 and 100.	☺☺☺
9	I can recall square numbers up to 12² and use the correct notation.	☺☺☺
10	I can solve problems involving multiplication and division using my knowledge of factors and squares.	☺☺☺
11	I can solve problems involving +, -, x, ÷ and a combination of these, which relate to my calculation knowledge at this time.	☺☺☺

Fractions (F)

#	Target	Rating
1	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	☺☺☺
2	I can read, write, order and compare numbers with up to three decimal places.	☺☺☺
3	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.	☺☺☺
4	I can read and write decimal numbers as fractions.	☺☺☺
5	I can recognise and describe linear number sequences involving fractions and decimals.	☺☺☺

NC Y5S — Number & Place Value (N)

#	Target	Rating
1	I can count forwards and backwards in steps of powers of 10 for any given number up to 1 000 000.	☺☺☺
2	I can interpret negative numbers in context, count forwards and backwards with positive and negative whole number through zero.	☺☺☺
3	I can identify, represent and estimate numbers in different ways up to 1 000 000 in context including measures.	☺☺☺
4	I can read, write, order and compare numbers up to 1 000 000.	☺☺☺
5	I can read and write numbers to 1000 in Roman numerals (I to M) and recognise years written within Roman numerals.	☺☺☺
6	I can round any number up to 1 000 000 to the nearest ten, hundred, thousand, ten thousand or hundred thousand in context including measures.	☺☺☺
7	I can solve number and practical problems which involve my number and place value knowledge.	☺☺☺

Calculating (C)

#	Target	Rating
1	I can add and subtract numbers with up to four digits including whole numbers and decimal numbers using formal written methods.	☺☺☺
2	I can solve multi-step problems involving addition and subtraction in context involving missing numbers, money, measures and time.	☺☺☺
3	I can use knowledge of rounding to check my addition and subtraction calculations.	☺☺☺
4	I can identify the common factors of two given numbers.	☺☺☺
5	I can establish whether a number up to 100 is prime.	☺☺☺
6	I can multiply a four digit number by a two digit number using formal written methods (long multiplication). ThHTU x TU	☺☺☺
7	I can divide a four digit number by a two digit number using formal written methods and interpret remainders according to context. ThHTU ÷ TU	☺☺☺
8	I can multiply and divide whole numbers and those involving decimal numbers by 10, 100 and 1000.	☺☺☺
9	I can recall square numbers up to 12² and cube numbers up to 12³ and use the correct notation.	☺☺☺
10	I can solve problems involving multiplication and division using my knowledge of squares and cubes.	☺☺☺
11	I can solve problems involving addition, subtraction, multiplication and division and a combination of these, which relate to my calculation knowledge at this time.	☺☺☺
12	I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.	☺☺☺

Fractions (F)

#	Target	Rating
1	I can solve problems involving number up to three decimal places.	☺☺☺
2	I can convert mixed numbers and improper fractions from one form to another.	☺☺☺
3	I can solve problems which require percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.	☺☺☺
4	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	☺☺☺
5	I can add and subtract a mixture of whole numbers and decimals and can recall compliments of 1 e.g. 0.83 + 0.17 = 1.	☺☺☺

Geometry (G) — NC Y5E

NC Y5E	Geometry (G)			
1	I can identify 3D solids from 2D representations.	☺ ☺ ☺	
2	I can identify, estimate and compare acute, obtuse and reflex angles and use conventional markings for right angles.	☺ ☺ ☺	
3	I can draw lines with a ruler to the nearest mm.	☺ ☺ ☺	
4	I can calculate angles along a straight line so that they total 180°.	☺ ☺ ☺	
5	I can identify and describe the position of a shape following a reflection or translation on a grid.	☺ ☺ ☺	

Measuring (M)

1	I can convert between different units of metric measure using place value knowledge.	☺ ☺ ☺	
2	I aware of the imperial measuring system and can recall when it is still used in everyday life.	☺ ☺ ☺	
3	I can measure the perimeter of rectilinear (compound) shapes in centimetres.	☺ ☺ ☺	
4	I can calculate and compare the area of rectangles using cm² and m² and can find the area of a polygon by counting whole and half squares on a grid.	☺ ☺ ☺	
5	I can find the volume of cubes and cuboids using cm³ blocks to build them.	☺ ☺ ☺	
6	I can use all four operations to solve problems involving measure.	☺ ☺ ☺	

Statistics (S)

1	I can say what is happening over time when looking at a line graph.	☺ ☺ ☺	
2	I can read and interpret simple timetables.	☺ ☺ ☺	

Geometry (G) — NC Y5D

NC Y5D	Geometry (G)			
1	I can measure angles in degrees using a protractor.	☺ ☺ ☺	
2	I can calculate angles along a straight line and around a point.	☺ ☺ ☺	
3	I can check if a polygon is regular or irregular by measuring the length of its sides and its angles.	☺ ☺ ☺	
4	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	☺ ☺ ☺	
5	I can represent the position of a shape following a translation, using appropriate language, using a grid.	☺ ☺ ☺	

Measuring (M)

1	I can solve problems involving converting between different units of time.	☺ ☺ ☺	
2	I understand which imperial units of measure are used for which purpose e.g. inches are used to measure length.	☺ ☺ ☺	
3	I can measure and calculate the perimeter of compound shapes in centimetres.	☺ ☺ ☺	
4	I can calculate and compare the area of rectangles using cm² and m² and can recall the formula to do this.	☺ ☺ ☺	
5	I can make good estimates then find the volume of cubes and cuboids using cm³ blocks to build them.	☺ ☺ ☺	
6	I can use all four operations to solve problems involving measure using decimal notation.	☺ ☺ ☺	

Statistics (S)

1	I can solve comparison, sum and difference problems using information in a line graph.	☺ ☺ ☺	
2	I can read and interpret information in tables, including timetables.	☺ ☺ ☺	

Geometry (G) — NC Y5S

NC Y5S	Geometry (G)			
1	I can measure and draw angles in degrees using a protractor.	☺ ☺ ☺	
2	I can calculate angles along a straight line, around a point and using knowledge of right angles and other multiples of 90°.	☺ ☺ ☺	
3	I can use conventional markings for parallel lines.	☺ ☺ ☺	
4	I can make conjectures about the angles formed between sides using knowledge of parallel lines and diagonals and properties of quadrilaterals.	☺ ☺ ☺	
5	I can represent the position of a shape following a reflection in the horizontal or vertical mirror line on a grid.	☺ ☺ ☺	

Measuring (M)

1	I can use my knowledge of place value and multiplication and division knowledge to convert between standard units, including time.	☺ ☺ ☺	
2	I understand and use approximate equivalences between metric units and common imperial units (1" = 2.5cm, 1ft = 30cm, 1lb = 0.45kg, 1 pint = 568ml).	☺ ☺ ☺	
3	I can measure and calculate the perimeter of compound shapes in centimetres and when required find unknown lengths.	☺ ☺ ☺	
4	I can calculate and compare the area of rectangles using cm² and m² and estimate the area of irregular shapes.	☺ ☺ ☺	
5	I can estimate capacity and use water and measuring vessels to check.	☺ ☺ ☺	
6	I can use all four operations to solve problems involving measure and time using decimal notation, including scaling.	☺ ☺ ☺	

Statistics (S)

1	I can solve comparison, sum and difference problems using information in a line graph and can suggest when line graphs would be appropriate to use and why.	☺ ☺ ☺	
2	I can complete, read and interpret information in tables, including timetables.	☺ ☺ ☺	

Mathematical challenges	Self assessment	Teacher assessment
I can find all possibilities		
I can solve logic problems		

Mathematical challenges	Self assessment	Teacher assessment
I can find rules and describe patterns		
I can solve visual diagrams and puzzles		