AMBLER Primary School and Children's Centre

TARGETS
Y5 maths

Name:		Met	Met	Achieved
NUMBER AND PLACE VALUE				
1	***I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.***			
2	I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.			
3	***I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.***			
4	I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.			
5	I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, using negative numbers, and rounding.			
6	I can read Roman numerals up to 1000 and recognise years written in them.			
ADDITION AND SUBTRACTION				
7	***I can add and subtract numbers with more than 4 digits using written methods.***			
8	***I can add and subtract 2 and 3 digit numbers in my head.***			
9	I can use rounding to check answers to calculations and determine levels of accuracy.			
10	***I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.***			
MULTIPLICATION AND DIVISION				
11	***I can find multiples and factors of a number and can identify factors common to 2 different numbers.***			
12	I can use vocabulary relating to prime numbers, prime factors and composite numbers.			
13	I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.			
14	I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.			
15	I can mentally multiply and divide numbers using the times tables.			
16	I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can explain remainders.			
17	I can multiply and divide whole and decimal numbers by 10, 100 and 1000.			
18	I can identify and use square numbers and their notation.			
19	I can identify and use cube numbers and their notation.			
20	***I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.***			
21	I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.			
22	***I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.***			
FRACTIONS				
23	***I can compare and order fractions whose denominators are all multiples of the same number.***			
24	I can find and name equivalent fractions of a given fraction, including tenths and hundredths.			
25	I can write equivalent fractions of a given fraction, including tenths and hundredths.			
26	I can identify mixed numbers and improper fractions and convert from one to another such as 2/5 + 4/5 = 6/5 = 1 1/5.			

27	I can add and subtract fractions whose denominators are all multiples of the same number.			
28	I can multiply fractions by whole numbers using objects and pictures.			
29	***I can read and write decimal numbers as fractions such as 0.71 = 71/100.***			
30	I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.			
31	I can round numbers with two decimal places.			
32	***I can read, write, order and compare numbers with up to three decimal places.***			
33	I can solve problems involving numbers with up to three decimal places.			
34	I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.			
35	***I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.***			
MEASUREMENTS				
36	***I can convert between different forms of metric measurement e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.***			
37	I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.			
38	***I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.***			
39	***I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²), square metres (m²), and estimate the area of irregular shapes.***			
40	I can estimate volume by using 1cm³ blocks to build cuboids (including cubes), and capacity by using water and different containers.			
41	I can solve problems where I need to convert between units of time.			
42	I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, and scaling.			
PROPERTIES OF SHAPE				
43	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.			
44	I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees.			
45	***I can draw given angles and measure them in degrees.***			
46	I can identify angles at a point and one whole turn.			
47	I can identify angles at a point on a straight line and 1/2 a turn (total 180°).			
48	I can identify other multiples of 90°.			
49	I can use the properties of rectangles to find related facts, missing lengths and missing angles.			
50	***I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.***			
POSITION & DIRECTION				
51	I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed.			
STATISTICS				
52	I can solve comparison, sum and difference problems using information presented in a line graph.			
53	***I can complete, read and interpret information in tables, including timetables.***			