

	TARGETS	SEEN	SECURE
	<b>Number, place value, approximation and estimation/rounding</b>		
T1	I can read, write, order and compare numbers up to 10,000,000.		
T2	I can determine the value of each digit in numbers up to 10,000,000.		
T3	I can round any whole number to a required degree of accuracy.		
T4	I can use negative numbers in context, and calculate intervals across zero.		
T5	I can solve number problems and practical problems with the above.		
	<b>Calculations</b>		
T6	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.		
T7	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
T8	I can identify common factors, common multiples and prime numbers.		
T9	I can perform mental calculations, including with mixed operations and large numbers.		
T10	I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.		
T11	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.		
T12	I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.		
T13	I can solve problems involving addition, subtraction, multiplication and division.		
T14	I can use my knowledge of the order of operations to carry out calculations involving the four operations.		

	TARGETS	SEEN	SECURE
	<b>Fractions, decimals and percentages</b>		
T15	I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.		
T16	I can compare and order fractions, including fractions $>1$ .		
T17	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.		
T18	I can multiply simple pairs of proper fractions, writing the answer in the simplest form.		
T19	I can divide proper fractions by whole numbers.		
T20	I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.		
T21	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.		
T22	I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.		
T23	I can use written division methods in cases where the answer has up to 2 decimal places.		
T24	I can solve problems which require answers to be rounded to specified degrees of accuracy.		
T25	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		
	<b>Ratio and proportion</b>		
T26	I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.		
T27	I can solve problems involving the calculation of percentages and the use of percentage comparisons.		
T28	I can solve problems involving similar shapes where the scale factor is known or can be found.		
T29	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		
	<b>Algebra</b>		
T30	I can express missing number problems algebraically.		
T31	I can use simple formulae.		
T32	I can generate and describe linear number sequences.		
T33	I can find pairs of numbers that satisfy an equation with two unknowns.		
T34	I can enumerate possibilities of combinations of two variables.		

	TARGETS	SEEN	SECURE
	<b>Measurement</b>		
T35	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.		
T36	I can convert between miles and kilometres.		
T37	I recognise that shapes with the same areas can have different perimeters and vice versa.		
T38	I can calculate the area of parallelograms and triangles.		
T39	I recognise when it is possible to use the formulae for the area of shapes.		
T40	I can calculate, estimate and compare volume of cubes and cuboids, using standard units.		
T41	I recognise when it is possible to use the formulae for the volume of shapes.		
T42	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.		
	<b>Geometry – properties of shapes</b>		
T43	I can compare and classify geometric shapes based on the properties and sizes.		
T44	I can describe simple 3D shapes.		
T45	I can draw 2D shapes given dimensions and angles.		
T46	I recognise and build simple 3D shapes, including making nets.		
T47	I can find unknown angles in any triangles, quadrilaterals and regular polygons.		
T48	I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.		
T49	I can illustrate and name parts of circles, including radius, diameter and circumference.		
T50	I know the diameter is twice the radius.		
	<b>Geometry – position and direction</b>		
T51	I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.		
T52	I can describe positions on the full co-ordinate grid (all four quadrants).		
	<b>Statistics</b>		
T53	I can interpret and construct pie charts and line graphs and use these to solve problems		
T54	I can calculate and interpret the mean as an average.		

Exceeding Year 6 Expectations

	TARGETS	SEEN	SECURE
E1	I can compare, order and convert between fractions, decimals and percentages, for example, in contexts related to science, history or geography learning		
E2	I can move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive.		
E3	I can use =, ≠, <, >, ≤, ≥ correctly.		
E4	I can multiply all integers, (using efficient written methods) including mixed numbers and negative numbers.		
E5	I can recognise an arithmetic progression and find the <i>n</i> th term .		
E6	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		
E7	I can use the four operations with mass, length, time, money and other measures, including the use of decimal quantities.		
E8	I can create a scaled model of an historical or geographical structure showing an acceptable degree of accuracy using known measurements.		
E9	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.		
E10	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.		