

I can...

I can suggest the best method to solve a new problem.



I can check my solution answers the question.



I have a systematic approach to recording my maths work.



I can check and explain my solutions.



I can continue sequences including decimal numbers.



I can order decimals to three decimal places.



I can recognise equivalent fractions, decimals and percentages e.g $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{10}$.



I can use inverse facts to solve missing number problems including decimals.



I can use mental strategies I have learnt to add and subtract to calculate complements to 1000.



I can choose to calculate mentally, on paper or with resources to solve $+/x/\div$ one and two step problems.



I can use a calculator to solve problems involving money, eg 4.5 as £4.50.



I can choose an efficient written method to add and subtract decimals to two decimal places.



Name:

Class:

Start date:

These targets will move my **maths** from 4c to 4b.

I can...

I can recognise right-angled, equilateral, isosceles and scalene triangles.



Ma3



I can visualise shapes and recognise them in different orientations.



Ma3



I can use the distance of vertices from the mirror line to reflect shapes more accurately.



Ma3



I can use 'number of squares in a row times number of rows' to find the area of a rectangle; I can read and interpret timetables.



Ma3



I can tell the time to the nearest minute on an analogue and digital clock.

Ma3



I can group data, where appropriate, in equal class intervals.



Ma4



I can interpret simple pie charts



Ma4



I can compare data sets and answer questions on them including the total amount of data represented.



Ma4



I can construct a simple line graph deciding upon the appropriate scale.



Ma4



I can suggest possible answers and what data to collect when given a problem.



Ma4



Blank box for a target.



Blank box for a target.

