

I can...

I can choose maths resources to help me with a problem and write problems using an example.



I can organise how I record my maths and check my answers to see if they are sensible.



I can recognise numbers as different arrays.



I can recognise negative numbers.



I can recognise and record fractions where more than one part is shaded



I can change an amount from £.p to pence e.g. £3.06 equals 306p



I can use a \times/\div number sentence to find inverse facts.



I can use my understanding of the equals sign to solve +/- balancing problems



I can use strategies to add and subtract a 2-digit numbers in my head



I can find a quarter of a number by halving, then halving again.



I can choose to calculate mentally, on paper or with resources to solve two step +/- problems.



I can use an empty number line to add and subtract numbers including decimals such as money.



Name:

Class:

Start date:

These targets will move my **maths** from 3c – 3b

I can...

I can sort regular and irregular shapes according to length of edge and size of angle.



Ma3



I can recognise right angled and equilateral triangles and common 3D shapes.



Ma3



I can reflect simple shapes in a mirror line.



Ma3



I can begin to understand area as a measure of surface and perimeter as a measure of length.



Ma3



I can read simple scales in 2's, 5's and 10s.



Ma3



I can begin to find areas of shapes using squares and explain my answer



Ma3



I can work out time durations that do not go over the hour



Ma3



I can choose how to record my information e.g. tally or frequency



Ma4



I can use my maths to construct sorting diagrams with two criteria



Ma4



I can answer questions about my findings e.g. how many children took part altogether?



Ma4



Blank box for a target.



Blank box for a target.

