Pupil Name: Year Group: Autumn Score: Spring Score: Summer Score:

National Standard	Developing within the National Standard	Secure at the National Standard	Mastery
15-25%(5-8) of objectives	50% (17-21) of objectives	75% of objectives secure	95% (31) of objectives are secure.
secure 3E -16 objectives secure then	secure, 12 of which are number.	25-30 objectives, 18 of which are number.	Many aspects are embedded and rapid. There is consistent ability to apply in range of contexts at dep
3E+ 3E/3E+	22-24 objectives 3D+ 3D/3D+	All KPIs achieved.	with high level reasoning. 3S+
JEJJET			Great
Lean count forwards and l	Nur packwards in multiples of 2, 3,	nber and Place Value	Dept
I can recognise the place	value of each digit in a 3-digit	number (100s, 10s, 1s) and recogni	se 1,000
find 10 or 100 more or less	nd order numbers up to 1,000		
I can round to the nearest 1	0 or 100		
	ers with the roman numerals I, x ms and practical problems inv		
Lean add and subtract nu		ddition and Subtraction	
a three-digit number	mbers mentally up to 1000, inc er and 1s a three-digit n		number and 100s
I can add and subtract using	the column methods for up to t	hree-digit numbers e.g. HTU + HTU, F	ITU – TU
	ng to check answers to calculation		
-	number facts, place value, and i to solve missing number calcul	more complex addition and subtraction at a subtraction at ions	1
		iplication and Division	
I can recall and use multip		the 2, 5, 10, 3, 4 and 8 multiplication	n tables
		ren will be able to do this to one decim	nal place)
		÷ 4 = 3 and that 30 x 4 = 3 x 4 x 10 ply and divide mentally eg 20 x 3 = 6	60 ÷ 3 =
		cation for 2 digit numbers by one di	
number, including calculation		e, jottings counting up or mental metho	ods to divide a two-digit number by a one digit
I can begin to use the vocab	ulary multiples and factors	Para	
can solve a variety of probpartitioning	lems with the skills above, include	ding:	
 scaling problems (e. 	g. 4 times as high/8 times as lon	•	
correspondence prolfunction machines	olems in which n objects are cor	nnected to m objects	
 balancing sums 			
		Fractions	
l understand the place val	ue of tenths, can count up and	d down in tenths and understand th	at tenths are made by divide a whole by
I can recognise, find and v	vrite fractions (including non-	unit) of a set of objects, shape or nu	umber line : e.g. 1/3, 2/5 etc (small
denominators)			
		ractions with small denominators	
I can recognise and show		_	
I can recognise and show	using diagrams, equivalent from of a whole number eg 1/3 o	or 12, ¼ of 20, 1/5 of 20	/7 = 6/71
I can calculate a unit fract I can add and subtract fracti	using diagrams, equivalent from of a whole number eg 1/3 o	or 12, ½ of 20, 1/5 of 20 within one whole [for example, 5/7 + 1	/7 = 6/7]
I can calculate a unit fract I can add and subtract fracti	using diagrams, equivalent from of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the	or 12, ½ of 20, 1/5 of 20 within one whole [for example, 5/7 + 1	/7 = 6/7]
I can recognise and show. I can calculate a unit fract I can add and subtract fracti I can compare and order un	using diagrams, equivalent from of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the	or 12, ½ of 20, 1/5 of 20 within one whole [for example, 5/7 + 1	/7 = 6/7]
I can recognise and show I can calculate a unit fract I can add and subtract fracti I can compare and order un I can solve problems that int I can practically measure,	ion of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); vol	
I can recognise and show. I can calculate a unit fract I can add and subtract fracti I can compare and order un I can solve problems that in I can practically measure, I can add and subtract am	ion of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically	ume/capacity (I/ml)
I can recognise and show. I can calculate a unit fract I can add and subtract fracti I can compare and order un I can solve problems that in I can practically measure, I can add and subtract am	ion of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: lead ounts of money to give change te the time from an analogue of the same analogue of the	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically	
I can recognise and show. I can calculate a unit fract I can add and subtract fracti I can compare and order un I can solve problems that inv I can practically measure, I can add and subtract am I can estimate, tell and wri 12-hour and 24-hour clock I can practically record and	using diagrams, equivalent from of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: lead ounts of money to give change te the time from an analogue of the same ounts of money to give change to the time from an analogue of the same ounts of money to give change the time from an analogue of the same	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically clock to the nearest minute, including	ume/capacity (I/ml)
I can recognise and show. I can calculate a unit fract I can add and subtract fracti I can compare and order un I can solve problems that inv I can practically measure, I can add and subtract am I can estimate, tell and wri 12-hour and 24-hour clock I can practically record and noon and midnight	ion of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: lead ounts of money to give change te the time from an analogue of secondarie time in terms of secondaries.	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically clock to the nearest minute, including	ume/capacity (I/mI) g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon,
I can recognise and show. I can calculate a unit fract. I can add and subtract fracti. I can compare and order un. I can solve problems that inv. I can practically measure, I can add and subtract am. I can estimate, tell and wri. 12-hour and 24-hour clock. I can practically record and noon and midnight. I know the number of secon.	ons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: legounts of money to give change the time from an analogue of the subtract in terms of second design a minute and the number of the subtract in terms of second design a minute and the number of the subtract in terms of second design a minute and the number of the subtract in terms of second design a minute and the number of the subtract in terms of second design are subtract.	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); vol. e, using both £ and p practically clock to the nearest minute, including the days in each month, year and leap years.	ume/capacity (I/ml) g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear
I can recognise and show. I can calculate a unit fract. I can add and subtract fracti. I can compare and order un. I can solve problems that inv. I can practically measure, I can add and subtract am. I can estimate, tell and wri. 12-hour and 24-hour clock. I can practically record and noon and midnight. I know the number of secon.	ons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: lead the time from an analogue of the second design a minute and the number of the events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calculate the time from the calculate events [for example, to calcu	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically clock to the nearest minute, including the distribution of the same denominators	ume/capacity (I/ml) g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear
I can add and subtract fractions of each calculate a unit fraction of can add and subtract fractions of each can be calculated a unit fraction of can add and subtract amounts of each can be c	ons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: legounts of money to give change the time from an analogue of the subtract is compare time in terms of second design a minute and the number of events [for example, to calculate of simple 2-D shapes	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); vol. e, using both £ and p practically clock to the nearest minute, including the days in each month, year and leap years.	ume/capacity (I/ml) g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear
I can add and subtract fractil can add and subtract fractil can compare and order until can solve problems that involve I can practically measure, I can add and subtract ambiguity. I can estimate, tell and write 12-hour and 24-hour clock of an practically record and anoon and midnight of second I can compare durations of a licen measure the perimeter.	using diagrams, equivalent from of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: legical test the time from an analogue of the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: legical test the time from an analogue of the time from an analogue of the time in terms of second design a minute and the number of the sample of the simple 2-D shapes	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically clock to the nearest minute, including the days in each month, year and leap year the time taken by particular events or the properties of Shape	ume/capacity (I/mI) g using Roman numerals from I to XII, and r such as o'clock, am/pm, morning, afternoon, ear
I can recognise and show. I can calculate a unit fract I can add and subtract fracti I can compare and order un I can solve problems that inv I can practically measure, I can add and subtract am I can estimate, tell and wri 12-hour and 24-hour clock I can practically record and noon and midnight I know the number of secon I can compare durations of a can measure the perimeter I can draw 2-D shapes and I can recognise angles as a	using diagrams, equivalent from of a whole number eg 1/3 does not a whole number eg 1/3 does not with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: lead the time from an analogue of the same of second does in a minute and the number of sevents [for example, to calculate of simple 2-D shapes make 3-D shapes using modelling property of shape or a description	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically clock to the nearest minute, including the days in each month, year and leap year the time taken by particular events or the time taken by particular events or the properties of Shape and materials; I can recognise 3-D shape on of a turn	g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear tasks]
I can recognise and show. I can calculate a unit fract. I can add and subtract fracti. I can compare and order un. I can solve problems that inv. I can practically measure, I can estimate, tell and wri. 12-hour and 24-hour clock. I can practically record and noon and midnight. I know the number of secon. I can compare durations of a can measure the perimeter. I can draw 2-D shapes and. I can recognise angles as a can identify right angles.	ons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: legounts of money to give change to the time from an analogue of the second desired in a minute and the number of simple 2-D shapes make 3-D shapes using modelling property of shape or a description and recognise that 2 right angel.	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volue, using both £ and p practically clock to the nearest minute, including day, minutes and hours; use vocabulary of days in each month, year and leap you the time taken by particular events or experience of Shape and materials; I can recognise 3-D shape on of a turn les make a 1/2 turn; 3 make 3/4 of a feature of the same of the same a 1/2 turn; 3 make 3/4 of a feature of the same a 1/2 turn; 3 make	g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear tasks]
I can add and subtract fractions of a can be compared unated and subtract are can be compared unated. I can add and subtract fractions of a can be compared unated. I can practically measure, and and subtract are compared unated. I can estimate, tell and write and and subtract are compared unated. I can practically record and an and midnight. I know the number of second. I can compared unations of a can measure the perimeter. I can draw 2-D shapes and a can recognise angles as a can identify right angles also identify whether angle.	using diagrams, equivalent from of a whole number eg 1/3 does not a whole number eg 1/3 does not with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: lead the time from an analogue of the same of second does in a minute and the number of sevents [for example, to calculate of simple 2-D shapes make 3-D shapes using modelling property of shape or a description	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volume, using both £ and p practically clock to the nearest minute, including day, minutes and hours; use vocabulary of days in each month, year and leap you the time taken by particular events or examples of Shape and materials; I can recognise 3-D shape on of a turn ples make a 1/2 turn; 3 make 3/4 of a facute and obtuse)	g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear tasks]
I can add and subtract fractions of a can compare durations of a can compare durations of a can compare durations of a can measure the perimeter of can measure the perimeter of can identify right angles also identify whether angle	using diagrams, equivalent from of a whole number eg 1/3 cons with the same denominator it fractions, and fractions with the volve all of the above compare, add and subtract: legounts of money to give change to the time from an analogue of the same of second design a minute and the number of simple 2-D shapes make 3-D shapes using modelling property of shape or a description and recognise that 2 right angles are >< than a right angle. (a)	within one whole [for example, 5/7 + 1 e same denominators Measurement engths (m/cm/mm); mass (kg/g); volume, using both £ and p practically clock to the nearest minute, including day, minutes and hours; use vocabulary of days in each month, year and leap you the time taken by particular events or examples of Shape and materials; I can recognise 3-D shape on of a turn ples make a 1/2 turn; 3 make 3/4 of a facute and obtuse)	g using Roman numerals from I to XII, and such as o'clock, am/pm, morning, afternoon, ear tasks]

il Name:	Year Gro	oup: Autumn Score:	Spring Score:	Summer Score:
Emerging at National S		Developing within the National Standard	Secure at the National Standard	Mastery
secure t	s secure then	50% (22-27) of objectives secure, 15 of which are number. 28-30 objectives secure then	75% of objectives secure (31-39) objectives, 24 of which are number.	95% (40) of objectives are secure. Many aspects are embedded and rapid. There is consistent ability to apply in range of contexts at depwith high level reasoning.
4E/4		4D+ 4D/4D+	All KPIs achieved.	4S+
		Nun	nber and Place Value	
		kwards in multiples of 2, 3, 4, 5, 6, 7 re or less than a given number up to 1		00 and 1,000.
I can count b	ackwards throug	h 0 to include negative numbers to	-20 using a range of scales.	
		of each digit in a four-digit number (1,0) mpare numbers up to 10,000.	000s, 100s, 10s, and 1s) and re	ecognise 10,000.
I can round a	ny number to the	e nearest 10, 100 or 1,000.		
		cal problems that involve all of the 100 (I to C) and know that the numeral		and place value
Todil Toda Noi	nan namerals to	•	ition and Subtraction	•
		with up to 4 digit, using the column ac	ddition and subtraction where a	ppropriate.
a givea give	n number and mu n number and mu	Itiples of 1000	d multiples of 10 a give	n number and multiples of 100
I can use the i	nverse operation	ocheck answers to calculations. to solve missing number calculations. & subtraction problems, deciding w	hich operations and method	s to use and why.
		Multi	plication and Divisio	on
		division facts for the 1, 2, 3, 4, 5, 6,	7, 8, 9, 10, 11 and 12 times tal	bles.
		mes table facts to multiply and divide ne number by 10 and 100, including an		
I can identify a	multiples of num	bers and factors of numbers.	·	
		pairs and their commutativity mentally		3 x 2).
		e-digit numbers by a one-digit number a one digit number using a formal writ		ers.
ScalinCorrescoopneed?	g problems (e.g. 4 spondence proble of white paint, if I ')			/relative sizes of 2 quantities. (e.g. 3 scoops of red paint to 1 to make 16 scoops of pink paint. How much red and white do I
Funct	on machines and	balancing calculations (5 x 4 = 2 x 6)	Fractions	
I can recogni	se and show, usi	ing diagrams and number lines, fam	nilies of common equivalent f	fractions
• <u>Tentl</u>	ns are made by d redths are made	ividing a whole 10. by dividing a whole by 100 or a ten	th by 10.	n in tenths and hundredths and understand that:
		ler fractions (incl. non-unit fractions) to	<u> </u>	
		with the same denominator beyond a		s an improper fraction.
		al equivalents for tenths and hundredt al equivalents to 1/4, 1/2, 3/4	ns.	
		ecimal place to the nearest whole n	<u>umber</u>	
		e same number of decimal places up to nd money problems involving fracti		al places
I can practica	ılly measure, con	npare, add and subtract: lengths (m	Measurement //cm/mm); mass (kg/g); volum	ne/capacity (I/ml) money (£/p)
-		nt units of measure [for example, cn		
		e perimeter of a rectangular object (inc	luding squares) in centimetres	and metres
	· ·	r shapes by counting squares		
I can read, wri	te and convert tim	lculate different measures, including me between analogue and digital 12- a	nd 24-hour clocks	
I can solve pro	blems involving c	converting from hours to minutes, minu	·	ns, weeks to days
I can compar	e and classify de	Peometric shapes, including quadrila	roperties of Shape	n their properties and sizes
<u> </u>		angles and compare and order angles		Titlell properties and sizes
,		ry in 2-D shapes presented in differ		
	<u> </u>	trical drawing across a line of symmet		
		properties of a range of 3D shapes (py	<u>* </u>	, cones)
,	,		sition and Direction	
		D grid as coordinates in the first quadr	ant	
		een positions as translations to the lef		
ı can piot Spe	tomed points and	d draw sides to complete a given po	Statistics	
Loop interpret	and present using	n a range of graphical methods with m		par charts and time graphs (discrete and continuous data)

I can interpret and present using a range of graphical methods with more complex scales, including bar charts and time graphs (discrete and continuous data)

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

pil Name:	Year Gro	up: Autumn Score:	Spring Score:	Summer Score:
Emerging at elem		Developing within the	Working at the	Mastery
National Stand	dard	National Standard	National Standard	
15-25% (7-12) of ob	•	50% (25-33) of objectives	75% of objectives	95% (46) of objectives are secure.
secure then 5		secure, 17 of which are	secure	Many aspects are embedded and rapid. There is
3-24 objectives sed 5E+	cure then I	number. 34-36 then 5D+	37-45 objectives, 28 of which are	consistent ability to apply in range of contexts at dept with high level reasoning.
			number. All KPIs achieved.	
5E/5E+		5D/5D+	5S	5S+
			mber and Place Value	
		are numbers to at least 1,000,00		f each digit 10,000, 100,000 for any given number up to 1,000,000
		nd can count forwards and back		
I can round any numb	ber up to 1,000	0,000 to the nearest 10, 100, 1,000	0, 10,000, 100,000	
		ractical problems that involve all of 0 (M) and recognise years written		
		Add	dition and Subtraction	
		dd and subtract whole numbers		talliu mulkimlaa af 40/400/4000\
		nentally with increasingly large eck answers to calculations	numbers (e.g. add/take men	tally multiples of 10/100/1000)
		olve missing number calculations		
		multi-step problems, deciding whi	ich operations and methods to	use and why
			tiplication and Division	
I can identify multip	oles and factor	rs, including finding all factor pa	airs of a number, and comme	on factors of 2 numbers
I recall prime number	rs un to 10 and	hegin to establish whether a number	her up to 100 is a prime numb	er. I know and use the vocabulary of prime numbers and prime
factors				
				ng long multiplication for two-digit numbers
• •		nentally, drawing upon known facts	<u> </u>	,
		1-digit number using the formal wr bers and those involving decimals		and interpret remainders for the context
		mbers and cube numbers, and the		ubed (3)
I can solve problem	s involving x	and ÷, including using knowledg	ge of factors and multiples,	squares and cubes
			1 (1)	
•		valent statements (balancing calcu		
•		valent statements (balancing calcuand :, including scaling by simp		nvolving simple ratios
•		<u> </u>		nvolving simple ratios
I can solve problem	s involving x	<u> </u>	ple fractions and problems i	-
I can solve problem	s involving x	and ÷, including scaling by simp	Fractions and problems i	
I can compare and	order fractions	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths an	Fractions and problems in Fractions Sultiples of the same number and hundredths	
I can compare and	order fractions	and ÷, including scaling by simp	Fractions and problems in Fractions Sultiples of the same number and hundredths	
I can compare and	order fractions and write equived numbers and	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths an	Fractions Fractions Lultiples of the same number and hundredths com one form to the other [e.g.2]	2/5 + 4/5 = 6/5 = 1 1/5]
I can compare and	order fractions and write equived numbers and	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denominator, and denominator, and denominator.	Fractions Wiltiples of the same number of hundredths om one form to the other [e.g.2] Dominators that are multiples of	$2/5 + 4/5 = 6/5 = 1 \ 1/5$ the same number
I can compare and	order fractions and write equived numbers and of the control of th	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from	Fractions Fractions Jultiples of the same number And hundredths John one form to the other [e.g. 2] Dominators that are multiples of The supported by materials and desired the same number The same number	$2/5 + 4/5 = 6/5 = 1 \ 1/5$ the same number
I can compare and	order fractions and write equived numbers and of the control of th	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denominator and denominato	Fractions Fractions Jultiples of the same number And hundredths John one form to the other [e.g. 2] Dominators that are multiples of The supported by materials and desired the same number The same number	$2/5 + 4/5 = 6/5 = 1 \ 1/5$ the same number
I can compare and and subtract I can multiply proper to a can read and write I can recognise and compare and compa	order fractions and write equived numbers and order fractions with fractions and not decimal numuse thousandth	and ÷, including scaling by simples whose denominators are all management fractions, including tenths and improper fractions and convert from the same denominator, and denominated numbers by whole numbers, bers as fractions [for example, the same relate them to tenths, hundress, bers and relate them to tenths, hundress	Fractions Fractions Fractions Fulltiples of the same number ad hundredths om one form to the other [e.g. 2] ominators that are multiples of supported by materials and of 0.71 = 71/100] redths and decimal equivalents	2/5 + 4/5 = 6/5 = 1 1/5] the same number iagrams
I can compare and and subtract I can multiply proper to a can read and write I can recognise and compare and compa	order fractions and write equived numbers and order fractions with fractions and not decimal numuse thousandth	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denominated numbers by whole numbers, bers as fractions [for example, 0]	Fractions Fractions Fractions Fulltiples of the same number ad hundredths om one form to the other [e.g. 2] ominators that are multiples of supported by materials and of 0.71 = 71/100] redths and decimal equivalents	2/5 + 4/5 = 6/5 = 1 1/5] the same number iagrams
I can compare and	order fractions and write equived numbers and meteorian to the decimal numbers and meteorial numbers and meteo	and ÷, including scaling by simples whose denominators are all management fractions, including tenths and improper fractions and convert from the same denominator, and denominated numbers by whole numbers, bers as fractions [for example, the same relate them to tenths, hundress, bers and relate them to tenths, hundress	Fractions Interpolations and problems in Fractions Interpolation of the same number of	2/5 + 4/5 = 6/5 = 1 1/5] the same number iagrams
I can compare and and subtract I can add and subtract I can multiply proper and compare an	order fractions and write equived numbers and rections are rections and rections and rections and rections and rections are rections and rections are rections.	and ÷, including scaling by simples whose denominators are all management fractions, including tenths and improper fractions and convert from the same denominator, and denominated numbers by whole numbers, bers as fractions [for example, (as and relate them to tenths, hundrated places to the nearest whole numbers.)	Fractions Interpolations and problems in Fractions Interpolation of the same number of	2/5 + 4/5 = 6/5 = 1 1/5] the same number iagrams
I can compare and and subtract I can add and subtract I can multiply proper to an add and write I can recognise and compare an	order fractions and write equived numbers and more fractions with fractions and nedecimal numbers and more decimal numbers and more decimal numbers and more fractions and more fraction	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denomixed numbers by whole numbers, bers as fractions [for example, (as and relate them to tenths, hundred places to the nearest whole numbers with up to 3 decimal places	Fractions Indicate the same number of the same num	2/5 + 4/5 = 6/5 = 1 1/5] the same number iagrams
I can identify, name at I can recognise mixed I can multiply proper I can read and write I can read, write, or I can solve problems I can recognise the position, and as a decimal	order fractions and write equived numbers and order fractions with fractions and numbers and order and composition involving number cent symbolical fraction	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denomixed numbers by whole numbers, bers as fractions [for example, 0] as and relate them to tenths, hundred places to the nearest whole numbers are numbers with up to 3 decimal places (%) and understand that per cent	Fractions ultiples of the same number d hundredths om one form to the other [e.g.2] minators that are multiples of supported by materials and d 0.71 = 71/100] redths and decimal equivalents ber and to 1 decimal place al places	the same number iagrams r 100', and write percentages as a fraction with denominator
I can identify, name at I can recognise mixed I can multiply proper I can read and write I can read, write, or I can solve problems I can recognise the position, and as a decimal	order fractions and write equived numbers and order fractions with fractions and numbers and order and composition involving number cent symbolical fraction	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denomixed numbers by whole numbers, bers as fractions [for example, 0] as and relate them to tenths, hundred places to the nearest whole numbers are numbers with up to 3 decimal places (%) and understand that per cent	Fractions ultiples of the same number d hundredths om one form to the other [e.g.2] minators that are multiples of supported by materials and d 0.71 = 71/100] redths and decimal equivalents ber and to 1 decimal place al places	2/5 + 4/5 = 6/5 = 1 1/5] the same number iagrams
I can identify, name at I can recognise mixed I can multiply proper I can read and write I can read, write, or I can solve problems I can recognise the position, and as a decimal	order fractions and write equived numbers and order fractions with fractions and numbers and order and composition involving number cent symbolical fraction	and ÷, including scaling by simples whose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denomixed numbers by whole numbers, bers as fractions [for example, 0] as and relate them to tenths, hundred places to the nearest whole numbers are numbers with up to 3 decimal places (%) and understand that per cent	Fractions Interpretations and problems in Fractions Interpretations Interpretation Interpretat	the same number iagrams r 100', and write percentages as a fraction with denominator
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I can solve problems I can identify, name at a can recognise mixed. I can add and subtract. I can multiply proper if a can read and write. I can recognise and used to a can read, write, or a can recognise the period, and as a decimal and a can solve problems. I can convert between a can calculate and a calculate and a can restimate volume.	order fractions and write equived numbers and order fractions with fractions and note decimal numbers and order and compare the property of th	and ÷, including scaling by simple swhose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denomixed numbers by whole numbers, bers as fractions [for example, (as and relate them to tenths, hundred places to the nearest whole numbers with up to 3 decimal places (%) and understand that per cent re knowing percentage and decimal places (including square of rectangles (including squarea of rectangles) (including squarea of composite to build cuboic using 1 cm³ blocks to build cuboic	Fractions Interpolations and problems in Fractions Interpolation of the same number of the same number of the same number of the same number of the same of the	the same number iagrams r 100', and write percentages as a fraction with denominator 1/5, 2/5, 4/5) and calculates fractions of a whole number. n/kg; I/ml] nd metres lestimate the area of irregular shapes
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I can identify, name at I can recognise mixed I can multiply proper in I can read and write I can read and write I can recognise and utilican read, write, or I can recognise and utilican read, write, or I can recognise the propose I can recognise the propose I can recognise the propose I can solve problems I can solve problems I can solve problems I can calculate and control I can solve problems I can use all four operation in the propertion of I can identify 3-D shall know angles are medican distinguish between I can identify: angles I can use the propertion I can identify, describe I can identify identificant I can	order fractions and write equived numbers and order fractions with fractions and note decimal numbers and order and compare the and fraction is which required involving convertions to solve the and described apes, including easured in degree at a point and ies of rectangle of tween regular.	and ÷, including scaling by simple swhose denominators are all malent fractions, including tenths and improper fractions and convert from the same denominator, and denominated numbers by whole numbers, bers as fractions [for example, (including square numbers with up to 3 decimal places are numbers with up to 3 decimal places. (%) and understand that per center including percentage and decimal places. (%) and understand that per center including squarea of rectangles (including squarea of rectangles (including squarea of rectangles (including squarea of	Fractions Lultiples of the same number and hundredths commone form to the other [e.g. 2] comminators that are multiples of greaths and decimal equivalents ber and to 1 decimal place al places Trelates to 'number of parts per imal equivalents (1/2, 1/4, 3/4) Measurement Imple, km/m; cm/m; cm/mm; cm/mm; greates) using cm² and m² and ds (including cubes)] and capa example, length, mass, volume Properties of Shape quadrilaterals) including under D representations go obtuse and reflex angles at a point on a straight line and missing lengths and angles on reasoning about equal signs of the sig	the same number iagrams r 100', and write percentages as a fraction with denominator 1.1/5, 2/5, 4/5) and calculates fractions of a whole number. 1/kg; I/ml] 1/md metres 1/estimate the area of irregular shapes 1/city [for example, using water] 1/e, money] using decimal notation, incl. scaling 1/estanding symmetry, angles, side length, parallel and 1/estimate the area of irregular shapes 1/estimate the
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Pupil Name: Spring Score: Year Group: **Autumn Score: Summer Score:**

Emerging at elements of Nati		Dovoloning within	n the National Star	ndord	Secure at the National Standard	BJECTIVES (49) Mastery	
5-25% (7-12) of objective 6E. 13-24 objectives secure	s secure then	50% (24-33) of objective number.		ich are	75% of objectives secure 37-45 objectives, 28 of which are number. All KPIs achieved.	95% (46) of objectives are secure. Many aspects are embedded and rapid. There is consistent al range of contexts at depth with high level reasoning	
6E/6E+			6D/6D+		6S (beware of addition measure)	6S+	
6				Numb	er and Place Value		Mastery
I can read, write	e, order and con	npare numbers up to 10,0	000,000 and determ	ine the value	e of each digit		
I can round an	y whole numbe	er to a required degree of	of accuracy				
I can use nega	tive numbers i	n context, and calculate	intervals across (<u>D</u>			
I can solve num	nber and practic	al problems that involve a		lition Subtr	action, Multiplication and Division		
I can multiply	multi-digit num	nbers up to 4 digits by a					
I can ÷ numbers	s up to 4 digits b	by a 2-digit whole number	long ÷, and interpre	et remainder	s as whole numbers, fractions, or by roundi	ng, as appropriate for the context	
	•	digits by a two-digit number of the digits of the digits by a two-digit number of the digits of th			ere appropriate, interpreting remainders	according to the context	
·		common multiples, prime			mbers up to 144		
I use my knowle	edge of the orde	er of operations to carry o	ut calculations invol	ving the 4 or	perations		
		raction multi-step probles involving addition, subt		•	ich operations and methods to use and v	why_	
I can use estin	nation to check	canswers to calculation	s and determine a	n appropria	te degree of accuracy		
			Fra	ctions (incl	uding decimals and percentages)		
				oress fraction	ns in the same denomination		
·		ons, including fractions >1		and mixed n	umbers, using the concept of equivalent fra	ctions	
					example, $1/4 \times 1/2 = 1/8$]		
I can divide pro	per fractions by	whole numbers [for exam	pple, 1/3 ÷ 2 =1/6]				
I can associate	a fraction with o	division and calculate dec	imal fraction equiva	lents [for exa	ample, 0.375 = 3/8]		
I can identify th	e value of each	digit in numbers given to	3 decimal places ar	nd multiply a	nd divide numbers by 10, 100 and 1,000 given	ring answers up to 3 decimal places	
I can multiply or	ne-digit number	s with up to 2 decimal pla	ces by whole numb	ers			
		nces between simple fra		mber of decir			
					Ratio and Proportion		
•		the relative sizes of 2 qua ems where I calculate ar			sing values tions of quantities [e.g. 15% of 360 comp	pared to 20% of 300]	
I can solve prob	lems involving	similar shapes where the	scale factor is know	vn or can be	found		
I can solve pro	blems involvin				loulid		
		ng unequal sharing and	grouping using kr	nowledge of	fractions and multiples (e.g 3/5 of the cl	ass are boys)	
i i		ng unequal sharing and	grouping using kr	nowledge of		ass are boys)	
I can use simp			grouping using kr	nowledge of	fractions and multiples (e.g 3/5 of the cl	ass are boys)	
I can generate	and describe lin	ear number sequences	grouping using kr	nowledge of	fractions and multiples (e.g 3/5 of the cl	ass are boys)	
I can generate	and describe lin	ear number sequences problems algebraically		nowledge of	fractions and multiples (e.g 3/5 of the cl	ass are boys)	
I can generate and I can express multiple I can find pairs	and describe lin- nissing number p of numbers that	ear number sequences problems algebraically satisfy an equation with 2	2 unknowns	nowledge of	fractions and multiples (e.g 3/5 of the cl	ass are boys)	
I can generate and I can express multiple I can find pairs	and describe lin nissing number p of numbers that bilities of combir	ear number sequences problems algebraically satisfy an equation with a nations of 2 variables e.g.	2 unknowns a + b = 20		fractions and multiples (e.g 3/5 of the cl		
I can generate and I can express multiple and I can find pairs I can find possil	and describe lin- nissing number p of numbers that bilities of combir Me	ear number sequences problems algebraically satisfy an equation with 2 nations of 2 variables e.g. pasurement: TEACHERS	2 unknowns a + b = 20 6 MUST TRACK BA	лск то сол	fractions and multiples (e.g 3/5 of the cl	numerals, duration, perimeter/area	
I can generate and I can express muse, readusing decimal	and describe lin- nissing number of numbers that bilities of combin Me and solve problem I, write and cor notation to up	ear number sequences problems algebraically satisfy an equation with a nations of 2 variables e.g. easurement: TEACHERS as involving the calculation entert between standard to 3 decimal places	2 unknowns a + b = 20 MUST TRACK BA n and conversion of units, converting to	ACK TO CON	Algebra VERAGE AT Y4 and Y5 e.g. time, roman rasure, using decimal notation up to 3 decimants of length, mass, volume and time fro	numerals, duration, perimeter/area	
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