My Maths Goals
Name: _____

		Teacher Assessment						
Number & Place Value	1. I can read, write, order and compare numbers up to 1 000 000 and determine the value of each digit.							
	2. I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000							
	3. I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including zero.							
	4. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.							
	5. I can solve number problems and practical problems that involve all of the above							
	6. I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.							
Addition & Subtraction	7. I can add and subtract whole numbers with more than 4 digits, including using formal written methods.							
	8. I can add and subtract numbers mentally with increasingly large numbers.							
	9. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.							
	10. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.							
Multiplication & Division	11. I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.							
	12. I can know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.							
	13. I can establish whether a number up to 100 is prime and recall prime numbers up to 19.							
	14. I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.							
	15. I can multiply and divide numbers mentally drawing upon known facts.							
	16. I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.							
	17. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.							
	18. I can recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}).							
	19. I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.							
	20. I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.							
	21. I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.							
Fractions, decimals & percentages	22. I can compare and order fractions whose denominators are all multiples of the same number.							
	23. I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.							
	24. I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number.							
	25. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.							
	26. I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.							
	27. I can read and write decimal numbers as fractions.							

	28. I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.							
	29. I can round decimals with two decimal places to the nearest whole number and to one decimal place.							
	30. I can read, write, order and compare numbers with up to three decimal places.							
	31. I can solve problems involving number up to three decimal places.							
	32. I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.							
	33. I can solve problems which require knowing percentage and decimal equivalents of ½ , ¼ , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.							
Measurement	34. I can convert between different units of metric measure.							
	35. I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.							
	36. I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.							
	37. I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.							
	38. I can estimate volume and capacity.							
	39. I can solve problems involving converting between units of time.							
	40. I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.							
Properties of Shape	41. I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.							
	42. I can know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.							
	43. I can draw given angles, and measure them in degrees (°).							
	44. I can identify angles at a point and one whole turn (total 360°); at a point on a straight line and ½ a turn (total 180°).							
	45. I can identify other multiples of 90°.							
	46. I can use the properties of rectangles to deduce related facts and find missing lengths and angles.							
	47. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.							
Position & Direction	48. I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.							
Statistics	49. I can solve comparison, sum and difference problems using information presented in a line graph.							
	50. I can complete, read and interpret information in tables, including timetables.							