Flamborough CE Primary School
Maths Yearly Overview

EYFS	Number, place value & rounding	Shape, Space and Measure
Objectives	• Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number • Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer • They solve problems, including doubling, halving and sharing	• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • They recognise, create and describe patterns • They explore characteristics of everyday objects and shapes and use mathematical language to describe them

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Year 1	Number, place value & rounding	Addition and Subtraction	Multiplication and Division	Fractions	Measures	Geometry	Data
Objectives	1.1 I can identify and represent numbers using objects and pictorial representations including the number line. 1.2 I can use the language of: equal to, more than, less than (fewer), most, least 1.3 I can read and write numbers from 1 to 20 in numerals and words. 1.4 I can find one more or one less of a given number within 100 1.5 I can count in multiples of 10 from a multiple of 10 1.6 I can count in multiples of 5 from a multiple of 5. 1.7 I can count in multiples of 2 from any number (odd and evens) 1.8 I can count, read and write numbers to 100 in numerals. 1.9 I can count to and across 100, forwards and backwards beginning with 0, 1 or any given number.	1.10 I can use a wide range of vocabulary for addition and subtraction. E.g. put together, add, altogether, total, take away, distance between, difference between, more than and less than 1.11 I can solve missing number problems for numbers within 20. 1.12 I can solve one step problems using subtraction using concrete objects and pictorial representations. 1.13 I can solve one step problems using addition using concrete objects and pictorial representations 1.14 I can add 1-digit numbers to 20 including 0. 1.15 I can subtract 1-digit numbers from 20. 1.16 I can add 2-digit numbers to 20 including 0. 1.17 I can subtract 2-digit numbers from 20 including 0. 1.18 I can show and use number bonds and subtraction facts to 20. 1.19 I can read, write and understand calculations with +, - and = signs.	1.20 I can solve simple division problems using concrete objects and pictorial representations. 1.21 I can solve simple multiplication problems using concrete objects and pictorial representations. 1.22 I can complete simple number patterns. 1.23 I can show multiplication using arrays. 1.24 I can share and group small amounts. 1.25 I can double single digit numbers.	1.26 I can solve simple half and quarter problems. 1.27 I can find and name a quarter of a quantity. 1.28 I can find and name a quarter of a shape. 1.29 I can find and name a quarter of an object. 1.30 I can find and name a half of a quantity. 1.31 I can find and name a half of a shape. 1.32 I can find and name a half of an object.	1.33 I can tell the time to the hour and half past the hour and draw the hands on a clock to show these times. 1.34 I can say the days of the week in order. 1.35 I can say the months of the year in order. 1.36 I can recognise and know the value of coins and notes. 1.37 I am beginning to measure and record time (hours, minutes and seconds). 1.38 I am beginning to measure and record capacity and volume. 1.39 I am beginning to measure and record mass /weight. 1.40 I am beginning to measure and record lengths and heights. 1.41 I can compare, describe and solve practical problems involving length. 1.42 I can compare, describe and solve practical problems involving capacity 1.43 I can compare, describe and solve practical problems involving weight.	1.44 I can use the language of position, direction and motion, including: top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. 1.45 I can describe position, directions and movements, including whole, half and quarter turns, including L and R, CW and ACW 1.46 I can recognise and name 2D shapes in different sizes and orientations. 1.47 I can recognise and name 3D shapes in different sizes and orientations. 1.48 I can recognise and name 3D shapes from everyday objects. 1.49 I can recognise and name 2D shapes from everyday objects. 1.50 I can recognise and name 3D shapes; e.g. cuboids (including cubes), pyramids and spheres]. 1.51 I can recognise and name 2D shapes; e.g. rectangles (including squares), circles and triangles.	1.52 I can organise information in a simple way. 1.53 I can read information from a simple table. 1.54 I can read simple information from a block diagram. 1.55 I can read simple information from a tally chart. 1.56 I can read simple information from a pictogram.

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Year 2	Number, place value & rounding	Addition and Subtraction	Multiplication and Division	Fractions	Measures	Geometry	Data
Objectives	2.1 I am beginning to understand 0 as a place holder. 2.2 I can compare and order numbers from 0 up to 100. 2.3 I can count forwards and backwards in tens from any number. 2.4 I can count in steps of 2, 3 and 5 from 0. 2.5 I can identify, represent and estimate numbers using different representations, i.e. 23=20+3 and 10+13 and including the number line. 2.6 I can read and write numbers to at least 100 in numerals. 2.7 I can read and write numbers to at least 100 in words. 2.8 I can recognise odd and even numbers to 100 2.9 I can use place value and number facts to solve problems. 2.10 I can use the <, > and = signs. 2.11 I know the place value of each digit in a 2 digit number and can partition.	2.12 I can add and subtract a 2 digit number and tens. 2.13 I can add and subtract a 2 digit number and units. 2.14 I can add three single digit numbers 2.15 I can add two two-digit numbers. 2.16 I can apply mental strategies to problems. 2.17 I can apply written strategies to problems including vertically. 2.18 I can derive and use related facts to 100. 2.19 I can recall and use + and — facts to 20 fluently. 2.20 I can recognise and use inverse relationships between + and – to check calculations and solve missing number problems. 2.21 I can show that addition can be done in any order and subtraction can't. 2.22 I can solve simple one step problems with addition and subtraction including using objects and pictures for numbers, quantities and measures. 2.23 I can subtract two two-digit numbers.	2.24 I can calculate mathematical statements for multiplication for 2 times table 2.25 I can calculate mathematical statements for multiplication for 5 times table. 2.26 I can calculate mathematical statements for multiplication for 10 times table 2.27 I can calculate mathematical statements for division for 2 times table 2.28 I can calculate mathematical statements for division for 5 times table 2.29 I can calculate mathematical statements for division for 10 times table 2.30 I can double numbers to 20 2.31 I can halve even numbers to 20 2.32 I can recognise and use inverse relationships between multiplication and division. 2.33 I can show that multiplication of 2 numbers can be done in any order. 2.34 I can solve one step problems involving division, using materials, arrays, repeated subtraction, mental methods and division facts. 2.35 I can solve one step problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts. 2.36 I know that division of one number by another cannot be done in any order.	2.37 I can count in fractions (1/3, 1/4, 2/4 and 3/4) up to 10 starting from any number. 2.38 I can find, name and write fractions (1/3, 1/4, 2/4 and 3/4) of a set of objects. 2.39 I can recognise, find, name and write fractions (1/3, 1/4, 2/4 and 3/4) of a length. 2.40 I can recognise, find, name and write fractions (1/3, 1/4, 2/4 and 3/4) of a quantity. 2.41 I can recognise, find, name and write fractions (1/3, 1/4, 2/4 and 3/4) of a shape. 2.42 I can solve simple problems involving fractions. 2.43 I can write simple fractions e.g. 1/2 of 6 = 3 and recognise equivalence. 2.44 I know that 2/4 = 1/2.	2.45 I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) 2.46 I can combine amounts to make a particular value. 2.47 I can compare and order length, mass, volume/capacity and record using <, > and =. 2.48 I can compare and sequence intervals of time. 2.49 I can find different combinations of coins that equal the same amounts of money 2.50 I can read relevant scales to the nearest numbered unit (2, 5, 10) 2.51 I can recognise and use symbols for pounds and pence, and use to record amounts over a pound sign 2.52 I can solve simple addition and subtraction problems in a practical context for money, including giving change. 2.53 I can tell and write the time to the nearest 5 minutes, and draw the hands on a clock face to show these. Only analogue clocks. 2.54 I can use different equipment to measure accurately, to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. 2.55 I know the number of minutes in an hour and the number of hours in a day.	2.56 I can compare and sort common 2-D and 3-D shapes. 2.57 I can identify 2-D shapes on the surface of 3-D shape. 2.58 I can identify and describe the properties of 2-D shapes, including the number of sides, edges, vertices and faces. 2.59 I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. 2.60 I can identify vertical lines of symmetry in 2-D shapes. 2.61 I can order and arrange combinations of objects in patterns and sequences 2.62 I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	2.63 I can ask and answer questions about totalling and comparing. 2.64 I can ask and answer simple questions by counting the number of objects in each category. 2.65 I can ask and answer simple questions by sorting the categories by quantity 2.66 I can interpret simple block diagrams. 2.67 I can construct simple block diagrams. 2.68 I can interpret simple pictograms. 2.69 I can construct simple pictograms. 2.70 I can interpret simple tables. 2.71 I can construct simple tables. 2.72 I can interpret simple tally charts. 2.73 I can construct simple tally charts. 2.74 I can organise information using 'many-to-one' in pictograms using simple ratios (2, 5 and 10).

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Year 3	Number, place value & rounding	Addition and Subtraction	Multiplication and Division	Fractions	Measures	Geometry	Data
Objectives	3.1 I can read and write numbers to at least 1000 in numerals. 3.2 I can read and write numbers to at least 1000 in words. 3.3 I can identify, represent and estimate numbers in different contexts. E.g. 146 = 100 + 40 + 6 = 130 + 16 3.4 I can compare and order numbers up to 1000. 3.5 I can recognise the place value of each digit in a 3 digit number. 3.6 I can round numbers to 100 to 10. 3.7 I can find 100 more than a given number. 3.8 I can find 100 less than a given number. 3.9 I can find 10 more than a given 3-digit number including crossing boundaries. 3.10 I can find 10 less than a given 3-digit number including crossing boundaries. 3.11 I can count from 0 in multiples of 100. 3.12 I can count from 0 in multiples of 50. 3.13 I can count from 0 in multiples of 8. 3.14 I can count from 0 in multiples of 4.	3.15 I can solve missing number problems for subtraction. 3.16 I can solve missing number problems for addition. 3.17 I can solve word problems for subtraction. 3.18 I can solve word problems for addition. 3.19 I can estimate the answer to a calculation and use inverse operations to check answers. 3.20 I can subtract numbers with up to 3 digits using an efficient written method. 3.21 I can add numbers with up to 3 digits using an efficient written method. 3.22 I can add and subtract numbers mentally - '3 digit number and hundreds'. 3.23 I can add and subtract numbers mentally - '3 digit number and tens' including crossing boundaries. 3.24 I can add and subtract numbers mentally - '3 digit number and ones' including crossing boundaries.	3.25 I can solve missing number problems using multiplication and division. 3.26 I can solve word problems using multiplication 3.27 I can solve word problems using division. 3.28 I can use efficient written methods to multiply a 2 digit and 1 digit number for known times tables. 3.29 I can use mental strategies to multiply a 2 digit number by a 1 digit. 3.30 I can recall and use division facts for the 8 times tables. 3.31 I can recall and use multiplication facts for the 8 times tables. 3.32 I can recall and use division facts for the 4 times tables. 3.33 I can recall and use multiplication facts for the 4 times tables. 3.34 I can recall and use division facts for the 3 times tables. 3.35 I can recall and use multiplication facts for the 3 times tables.	3.36 I can solve problems that involve fractions. 3.37 I can compare and order fractions with the same denominator. 3.38 I can subtract fractions with the same denominator within 1 whole (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10). 3.39 I can add fractions with the same denominator within 1 whole (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10). 3.40 I can recognise and show, using diagrams, equivalent fractions (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10). 3.41 I can recognise and use non-unitary fractions as numbers and place on a sectioned number line. 3.42 I can recognise and use unitary fractions as numbers and place on a sectioned number line. 3.43 I can recognise, find and write non-unitary fractions for a set of objects (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10). 3.44 I can recognise, find and write unitary fractions for a set of objects (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10). 3.45 I can divide single digit numbers by 10. 3.46 I know that tenths arise from dividing an object into 10 equal parts. 3.47 I can count up and down in tenths.	3.48 I can compare durations of events. 3.49 I know the number of seconds in a minute and the number of days in each month, year and leap year. 3.50 I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight 3.51 I can record and compare time in terms of seconds, minutes and hours. 3.52 I can estimate and read time with increasing accuracy to 5 minute intervals on an analogue clock, including Roman Numerals. 3.53 I can add and subtract amounts of money to give change using £ and p in practical contexts. 3.54 I can measure the perimeter of simple 2-D shapes. 3.55 I can measure, compare, add and subtract volume/capacity (l/ml). 3.56 I can measure, compare, add and subtract mass (kg/g). 3.57 I can measure, compare, add and subtract lengths (m/cm/mm).	3.58 I can identify horizontal, vertical, perpendicular and parallel lines in relation to other lines. 3.59 I can identify whether angles are greater than or less than a right angle. 3.60 I am beginning to use the terms acute and obtuse. 3.61 I know that 2 right angles make a half turn, 3 make 3/4 of a turn and 4 make a complete turn. 3.62 I can identify right angles. 3.63 I can recognise angles as a property of shapes and associate angles with turning. 3.64 I can mark the correct square on a grid i.e. A3 3.65 I can recognise and describe 3-D shapes in different orientations. 3.66 I can make 3-D shapes using equipment. 3.67 I can draw 2-D shapes.	3.68 I can use simple scales (e.g. 2,5,10 units per cm) in pictograms and bar charts. 3.69 I can solve two step problems such as 'How many more? How many fewer?' 3.70 I can solve one step problems such as 'How many more? How many fewer?' 3.71 I can interpret and present data using tables. 3.72 I can interpret and present data using pictograms. 3.73 I can interpret and present data using bar charts.

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Year 4	Number, place value & rounding	Addition and Subtraction	Multiplication and Division	Fractions	Measures	Geometry	Data
Objectives	4.1 I can round any 4-digit number to the nearest 1000. 4.2 I can round any 4-digit number to the nearest 100. 4.3 I can round any 4-digit number to the nearest 10. 4.4 I can identify, represent and estimate numbers. 4.5 I can order and compare numbers beyond 1000. 4.6 I can recognise the place value of each digit in a 4-digit number. 4.7 I can count backwards through zero to include negative numbers. 4.8 I can find 1000 less than a given number. 4.9 I can find 1000 more than a given number. 4.10 I can count from 0 in multiples of 1000. 4.11 I can count from 0 in multiples of 25. 4.12 I can count from 0 in multiples of 9. 4.13 I can count from 0 in multiples of 7. 4.14 I can count from 0 in multiples of 6. 4.15 I can read Roman numerals to 100 (I to C) and understand how the numeral system changed to include 0 and place value.	4.16 I can solve two-step subtraction problems deciding which operations and methods to use and why. 4.17 I can solve two-step addition problems deciding which operations and methods to use and why. 4.18 I can use inverses to check answers to calculations. 4.19 I can estimate to check answers to calculations. 4.20 I can subtract numbers with up to 4 digits using efficient written methods. 4.21 I can add numbers with up to 4 digits using efficient written methods.	4.22 I can solve problems involving multiplying and dividing. 4.23 I can multiply three-digit numbers by a one-digit number, for all times tables. 4.24 I can recognise and use factor pairs in mental calculations. i.e. 17 x 20 = 17 x 2 x 10 4.25 I can multiply together three numbers mentally. i.e. 2 x 6 x 5 = 10 x 6 4.26 I can use place value, known and derived facts to divide mentally. 600÷3=200 from 2x3=6 4.27 I can use place value, known and derived facts to multiply mentally. i.e. 200x3=600 from 2x3=6 4.28 I can recall and use multiplication facts for the 6 times tables. 4.29 I can recall and use division facts for the 6 times tables. 4.30 I can recall and use multiplication facts for the 7 times tables. 4.31 I can recall and use division facts for the 7 times tables. 4.32 I can recall and use multiplication facts for the 9 times tables. 4.33 I can recall and use division facts for the 9 times tables. 4.34 I can recall and use multiplication facts for the 11 times tables. 4.35 I can recall and use division facts for the 11 times tables. 4.36 I can recall and use multiplication facts for the 12 times tables. 4.37 I can recall and use division facts for the 12 times tables.	4.38 I can solve simple measure and money problems involving fractions and decimals to two decimal places. 4.39 I can compare numbers with the same number of decimal places. 4.40 I can round decimals with 1 decimal place to the nearest whole number. 4.41 I can find the effect of dividing a number by 100 and identify the value of the digits in the answer, including 100ths 4.42 I can find the effect of dividing a number by 10 and identify the value of the digits in the answer, including 100ths 4.43 I can recognise and write decimal equivalents to 1/4, 1/2, 3/4, 1/5, 1/10, 1/100. 4.44 I can recognise and write decimal equivalents of any number of 10ths or 100ths. 4.45 I can subtract fractions with the same denominator beyond 1. 4.46 I can add fractions with the same denominator beyond 1. 4.47 I can recognise and show, using diagrams, families of common fractions. 4.48 I can count up and down in 100ths and recognise that 100ths arise when dividing an object by 100 and dividing 10ths by 10.	4.49 I can solve problems involving converting from hours to minutes: minutes to seconds; years to months and weeks to days. 4.50 I can read, write and convert time between analogue and digital 12 and 24-hour clocks, including Roman numerals. 4.51 I can estimate, compare and calculate different measures, including money in pounds and pence. 4.52 I can find the area of rectilinear shapes by counting squares. 4.53 I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. P = 2(L+B) 4.54 I can convert between different metric units of measure	4.55 I can plot specified points and draw sides to complete a given polygon. 4.56 I can describe movements between positions as translations of a given unit to the left/right and up/down. 4.57 I can describe position on a 2-D grid as co-ordinates in the first quadrant. 4.58 I can complete a simple symmetric figure with respect to a specific line of symmetry including oblique. 4.59 I can identify lines of symmetry in 2-D shapes presented in different orientations. 4.60 I can compare and order angles up to two right angles by size using acute and obtuse correctly. 4.61 I can compare and classify geometric shapes, including quadrilaterals and all triangles, based on their properties and sizes.	4.62 I use a range of scales when interpreting and presenting data. 4.63 I can solve 'difference' problems using information presented in bar charts, pictograms, tables and simple line graphs. 4.64 I can solve 'sum' problems using information presented in bar charts, pictograms, tables and simple line graphs. 4.65 I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and simple line graphs. 4.66 I can interpret and present data using line graphs. 4.67 I can interpret and present data using bar charts.

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Year 5	Number, place value & rounding	Addition and Subtraction	Multiplication and Division	Fractions	Measures	Geometry	Data
Objectives	5.1 I can express term to term rules of linear number sequences, including decimals and fractions, in words. 5.2 I can recognise years written in Roman numerals. 5.3 I can read Roman numerals to 1000 (M). 5.4 I can solve number problems and practical problems. 5.5 I can round any number up to 1,000,000 to the nearest 100,000. 5.6 I can round any number up to 1,000,000 to the nearest 10,000. 5.7 I can round any number up to 1,000,000 to the nearest 1000. 5.8 I can round any number up to 1,000,000 to the nearest 100. 5.9 I can round any number up to 1,000,000 to the nearest 10. 5.10 I can use negative numbers in context and can count forwards and backwards with positive and negative numbers through 0. 5.11 I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. 5.12 I know what each digit represents in numbers to 1,000,000. 5.13 I can read, write, order and compare numbers to at least 1,000,000.	5.14 I can solve multi-step addition problems in contexts, deciding which operations and methods to use and why. 5.15 I can solve multi-step subtraction problems in contexts, deciding which operations and methods to use and why. 5.16 I can use rounding to check answers to calculations a determine the level of accuracy needed. 5.17 I can subtract mentally using increasingly large numbers. i.e. 12462-2300=10162 5.18 I can add mentally using increasingly large numbers. 5.19 I can subtract numbers with more than 4 digits using efficient written methods. 5.20 I can add numbers with more than 4 digits using efficient written methods.	5.21 I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 5.22 I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. 5.23 I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes 5.24 I can recognise and use square numbers and cube numbers, and notation. 5.25 I can divide whole numbers and those involving decimals by 10, 100 and 1000 5.26 I can multiply whole numbers and those involving decimals by 10, 100 and 1000 5.27 I can divide numbers up to 4 digits by a 1 digit number using an efficient written method, 5.28 I can interpret remainders. 5.29 I can multiply and divide numbers mentally drawing on known number facts. 5.30 I can multiply numbers up to 4 digits by a one or 2 digit number, including long multiplication. 5.31 I can establish whether a number up to 100 is prime and recall prime numbers up to 19. 5.32 I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. 5.33 I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs.	5.34 I can solve problems which require knowing % and decimal equivalents of 1/2, 1/4, 3/4, 1/5s and those fractions with a denominator of a multiple of 10 or 25. 5.35 I can write percentages as a fraction of 100, and a decimal. 5.36 I can recognise the % symbol and understand that it means 'parts per 100'. 5.37 I can solve number problems up to 3 decimal places. 5.38 I can read, write, order and compare numbers with up to 3 decimal places. 5.39 I can round decimals with 2 decimal places to one decimal place. 5.40 I can round decimals with 2 decimal places to the nearest whole number. 5.41 I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents. 5.42 I can read and write decimal numbers as fractions, i.e. 0.71=71/100 5.43 I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. 5.44 I can subtract fractions with the same denominator and denominators that are multiples of the same number. 5.45 I can add fractions with the same denominator and denominators that are multiples of the same number. 5.46 I can recognise mixed numbers and improper fractions and convert from one form to another and use for >1 statements using diagrams if necessary. 5.47 I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 5.48 I can compare and order fractions whose denominators are all multiples of the same number.	5.49 I can solve problems with measures using the four operations including decimal notation and scaling. 5.50 I can solve problems involving converting between units of time. 5.51 I can recognise and estimate volume and capacity. 5.52 I can estimate the area of irregular shapes. 5.53 I can calculate and compare the area of squares and rectangles using cm^2 and m^2, and A = LXB 5.54 I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. 5.55 I understand and use basic equivalences between metric and common imperial units (inch, lb and pts) 5.56 I can convert between different units of measure (e.g. Kilometre to metre; metre and centimetre: centimetre and millimetre; kilogram and gram; litre and millilitre).	5.57 I can distinguish between regular and irregular polygons. 5.58 I can state and use the properties of a rectangle to deduce related facts. 5.59 I can identify angles at a point and one whole turn = 360^o 5.60 I can identify angles at a point on a straight line and 1/2 a turn = 180^o 5.61 I can draw a given angle, writing its size in degrees. 5.62 I know angles are measured in degrees and can estimate and measure acute, obtuse and reflex angles. 5.63 I can identify reflex angles. 5.64 I can identify 3-D shapes, including cubes and cuboids, from 2-D presentations.	5.65 I can read and interpret information in tables including timetables. 5.66 I can complete information in tables including timetables. 5.67 I can solve 'difference' problems using information presented in line graphs. 5.68 I can solve 'sum' problems using information presented in line graphs. 5.69 I can solve 'comparison' problems using information presented in line graphs.

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Year 6	Number, place value & rounding	Addition, Subtraction, Multiplication and Division	Fractions: Ratio and Proportion	Fractions, Decimals and Percentages	Measures	Geometry	Data
Objectives	6.1 I can enumerate possibilities of combinations of two variables. i.e. a + b = 24 6.2 I can express missing number problems algebraically. 6.3 I can generate and express linear number sequences 6.4 I can use simple formulae expressed in words. 6.5 I can solve number problems and practical problems. 6.6 I can calculate intervals across '0' when using negative numbers. 6.7 I can use negative numbers in context. 6.8 I can round any whole number to the required degree of accuracy. 6.9 I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.	6.10 I use estimation to check answers to calculations, with an appropriate degree of accuracy. 6.11 I use inverses to check answers to calculations. 6.12 I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. 6.13 I use knowledge of the order of operations to carry out calculations involving the four operations. BI(O)MAS 6.14 I can identify common factors, common multiples and prime numbers. 6.15 I can calculate mentally, including with mixed operations and large numbers. 6.16 I can interpret remainders as whole number remainders, fractions, or by rounding. 6.17 I can divide numbers up to 4 digits by a 2-digit whole number using long division. 6.18 I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate 6.19 I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using long multiplication.	6.20 I can solve ratio and proportion problems involving unequal sharing and grouping using knowledge of fractions and multiples. 6.21 I can solve problems involving similar shapes where the scale factor is known or can be found. 6.22 I can solve ratio and proportion problems where missing values can be found by using integer multiplication and division facts 6.23 I can divide proper fractions by whole numbers (e.g. 1/3÷2=1/6). 6.24 I can multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4X1/2=1/8). 6.25 I can subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. 6.26 I can add fractions with different denominators and mixed numbers, using the concept of equivalent fractions. 6.27 I can associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8). 6.28 I can compare and order fractions, including fractions >1. 6.29 I can use common multiples to express fractions in the same denomination. 6.30 I can use common factors to simplify fractions.	6.31 I can recall and use equivalences between simple fractions, decimals and percentages. 6.32 I can link percentages to pie charts. 6.33 I can use percentages for comparison. 6.34 I can solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360. 6.35 I can solve problems which require answers to be rounded to specified degrees of accuracy. 6.36 I can use written division methods in cases where the answer has up to 2 decimal places. 6.37 I can multiply one-digit numbers with up to 2 decimal places by whole numbers. 6.38 I can divide numbers by 10, 100 and 1000 where the answers are up to 3 decimal places. 6.39 I can multiply numbers by 10, 100 and 1000. 6.40 I can identify the value of each digit to three decimal places.	6.41 I can calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed and cubic metres. 6.42 I recognise when it is necessary to use the formulae for area and volume of shapes. 6.43 I can calculate the area of triangles. 6.44 I can calculate the area of parallelograms 6.45 I can recognise that shapes with the same areas can have different perimeters and vice versa. 6.46 I use, read, write and convert between standard units of measure up to 3 dp. 6.47 I can solve problems involving the calculation and conversion of units of measure, using decimal notation to 3 decimal places where appropriate.	6.48 I can draw and translate simple shapes on a coordinate plane and reflect them in the axes. 6.49 I can describe positions on the full co-ordinate grid (all four quadrants). 6.50 I can find unknown angles where they meet at a point, are on a straight line, and are vertically opposite. 6.51 I know that D = 2r. 6.52 I can illustrate and parts of circles, including radius, diameter and circumference. 6.53 I can find unknown angles in any triangles, quadrilaterals and regular polygons. 6.54 I can compare and classify geometric shapes based on their properties and sizes. 6.55 I can recognise, describe and build simple 3-D shapes, including making nets. 6.56 I can draw 2D shapes using given dimensions and angles.	6.57 I can convert kilometres to miles using a graphical representation. 6.58 I can draw graphs relating two variables. 6.59 I can calculate and interpret the mean as an average. 6.60 I can construct line graphs. 6.61 I can interpret line graphs. 6.62 I can construct pie charts. 6.63 I can interpret pie charts.