

Pupil's Name: _____

Year 1 Mathematician

	TARGETS	SEEN	SECURE
	Number - Place Value		
1	I can count to and across 100, forwards and backwards, beginning with 0.		
2	I can count to and across 100, forwards and backwards, from 1 or from any other number.		
3	I can count in multiples of 2, 5 and 10.		
4	I can read and write numbers to 100 in numerals.		
5	I can say what is one more and one less than any number.		
6	I can read and write numbers from 1 to 20 in numerals.		
7	I can read and write numbers from 1 to 20 in words.		
8	I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least.		
	Number - Addition and Subtraction		
9	I can represent and use number bonds to 20 and related subtraction facts to 20.		
10	I can recall number bonds to 10 and 20 FLUENTLY .		
11	I can reason with number bonds to 10 and 20 and write them in several forms (for example $9+7 = 16$; $16-7$; $7=16-9$).		
12	I can add 1-digit and 2-digit numbers to 20, including zero.		
13	I can subtract 1-digit and 2-digit numbers to 20, including zero.		
14	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals signs (=).		
15	I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.		
16	I can solve missing number problems.		
	Number - Multiplication and Division		
17	I can double and halve even numbers to 20.		
18	I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.		
	Number - Fractions		
19	I can recognise, find and name a half of an object, shape or quantity.		
20	I can recognise, find and name a quarter of an object, shape or quantity.		
	Measurement		
21	I can measure and begin to record lengths and heights.		
22	I can compare, describe and solve <u>practical</u> problems for lengths and heights (long/short; longer/shorter; tall/short; double/half).		
23	I can measure and begin to record mass/weight.		
24	I can compare, describe and solve <u>practical</u> problems for mass/weight (heavy/light; heavier than/lighter than).		
25	I can measure and begin to record capacity and volume.		
26	I can compare, describe and solve <u>practical</u> problems for capacity and volume (full/empty; more than; less than; less than half; half full; quarter).		
27	I can measure and begin to record time (using hours, minutes, seconds)		
28	I can tell the time to the hour and half past the hour and draw the hands on the clock to show these times.		
29	I can compare, describe and solve practical problems for time.		
30	I can sequence events in chronological order (using language: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).		
31	I recognise and use language relating to dates, including days, weeks, months and years		
32	I recognise and know the value of different denominations of coins and notes.		

Eastfield Mathematics Expectations

	Geometry – Properties of Shapes		
33	I recognise and can name common 2D shapes (rectangles, including squares and oblongs, circles and triangles.)		
34	I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres.)		
	Geometry – Position and Direction		
35	I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.		
36	I understand the term clockwise and can relate this to the movement on a clock face.		
37	I can use positional language such as left and right, 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.		

Pupil's Name: _____

Year 2 Mathematician

	TARGETS	SEEN	SECURE
	Number - Place Value		
1	I can count in steps of 2, 3 and 5 from 0 and in tens from any number, forwards and backwards.		
2	I can read and write numbers to at least 100 in numerals and in words.		
3	I recognise the place value of each digit in a 2-digit number (tens and ones).		
4	I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.		
5	I can identify, represent and estimate numbers using different representations, including the number line.		
6	I can use place value and number facts to solve problems.		
	Number - Addition and Subtraction		
7	I can recall and use addition and subtraction facts to 20 FLUENTLY and derive and use related facts up to 100 ($3+7 = 10$ so $30+70 = 100$)		
8	I know that numbers can be added in any order (commutative) and understand that subtraction of one number from another cannot (unless using negative numbers).		
9	I can add and subtract a 2-digit number and ones using concrete objects, pictorial representations and mental methods.		
10	I can add and subtract a 2-digit number and tens using concrete objects, pictorial representations and mental methods.		
11	I can add and subtract two 2-digit numbers using concrete objects, pictorial representations and mental methods.		
12	I can add three 1-digit numbers using concrete objects, pictorial representations and mental methods.		
13	I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.		
14	I can solve problems with addition and subtraction including those involving numbers, quantities and measures, applying an increasing knowledge of mental and written methods.		
	Number - Multiplication and Division		
15	I can double and halve numbers to 100.		
16	I can recognise odd and even numbers.		
17	I can recall and use multiplication facts for the 10x, 2x and 5x tables.		
18	I can recall and use division facts for the 2x, 5x and 10x tables.		
19	I can calculate mathematical statements for multiplication and division and write them using \times , \div and $=$.		
20	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and facts (including problems in context).		
21	I know that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		
	Number - Fractions		
22	I recognise the equivalence of $\frac{2}{4}$ and \square .		
23	I recognise, find, name and write fractions, \square , $\frac{2}{4}$ and $\frac{3}{4}$ of a shape or length.		
24	I recognise, find, name and write fractions $\frac{1}{3}$ of a shape or length.		
25	I recognise, find, name and write fractions \square , $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects or quantity.		
26	I recognise, find, name and write fractions $\frac{1}{3}$ of a set of objects or quantity.		
27	I can write simple fractions (e.g. \square of $6=3$).		
	Measurement		
28	I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.		
29	I can choose and use standard units to estimate and measure mass in kg and g using scales.		
30	I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.		
31	I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.		

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32	I can compare and order length/height, mass, capacity and record the results using $>$ $<$ and $=$.		
33	I recognise and use symbols for £ and p and combine amounts to make a value.		
34	I can find different combinations of coins that equal the same amount of money.		
35	I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.		
36	I can tell and write the time to five minutes, including quarter to/past the hour and draw the hands on a clock face to show these times.		
37	I can compare and sequence intervals of time.		
38	I know the number of minutes in an hour and the number of hours in a day.		
Geometry – Properties of Shapes			
39	I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.		
40	I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.		
41	I can identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder).		
42	I can compare and sort common 2D and 3D shapes and everyday objects.		
Geometry – Position and Direction			
43	I can order and arrange combinations of mathematical objects in patterns and sequences.		
44	I can use mathematical vocabulary to describe position (<i>inside, between, nearest, closest</i>) direction and movement, including movement in a straight line (<i>left, right, forward, backward and movement in a straight line or full turn</i>).		
45	I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three – quarter turns.		
Statistics			
46	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.		
47	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.		
48	I can ask and answer questions about totalling and comparing grouped data e.g. hair colour, favourite things.		

Pupil's Name: _____

	TARGETS	SEEN	SECURE
	Number – Place Value		
1	I can count from 0 in multiples of 4, 8, 50 and 100.		
2	I can compare and order numbers up to 1,000.		
3	I can read and write numbers to 1,000 in numerals and words.		
4	I can find 10 and 100 more or less than a given number.		
5	I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).		
6	I can identify, represent and estimate numbers using different representations including a blank number line.		
7	I can solve number problems and practical problems using estimation and different representations.		
	Number – Addition and Subtraction		
8	I can add and subtract mentally a 3-digit number and ones, tens and hundreds.		
9	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.		
10	I can estimate the answer to a calculation.		
11	I can use inverse operation to check answers.		
12	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		
1	I can use an appropriate method when calculating and explain my reasons.		
	Number – Multiplication and Division		
13	I can double and halve numbers beyond 100 using partitioning.		
14	I can recall and use multiplication facts for the 3, 4, 8x tables.		
15	I can recall and use division facts for the 3, 4 and 8x tables.		
16	I can write and calculate mathematical statements for multiplication using the 3, 4 and 8x tables (including 2-digit numbers times a 1-digit number) using mental and formal written methods.		
17	I can write and calculate mathematical statements for division using the 3, 4 and 8x tables, using mental and formal written methods.		
18	I can solve missing number problems.		
19	I can solve integer scaling problems (e.g. recipes) and correspondence problems in which n objects are connected to m objects. (E.g. if three cakes cost 60p. How much does one cake cost?)		
	Number – Fractions		
20	I can count up and down in tenths; recognising that a tenth is derived from dividing an object into 10 equal parts.		
21	I can divide 1-digit numbers or quantities by 10.		
22	I can find and write fractions of a discrete set of objects.		
23	I recognise and use fractions as numbers.		
24	I can recognise and show, using diagrams, equivalent fractions with small denominators.		
25	I can compare and order unit fractions and fractions with the same denominators.		
26	I can add and subtract fractions with the same denominator within one whole.		
27	I can solve problems involving all of the above.		
	Measurement		
28	I can compare and measure lengths (m, cm & mm), mass (kg & g) and volume / capacity (l/ml).		
29	I can add and subtract lengths (m, cm & mm), mass (kg & g) and volume / capacity (l & ml).		
2	I can measure, compare, add and subtract when solving more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.		
30	I can tell and write the time from an analogue clock, including the use of Roman numerals to XII (12 and 24 hours).		
31	I can estimate and read the time with increasing accuracy to the nearest minute.		

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32	I can record and compare time in terms of seconds, minutes and hours.		
33	I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight and compare/order these.		
34	I know the number of seconds in a minute and the number of days in each month, year and leap year.		
35	I can compare the duration of events.		
3	I can order time in different units. (For example, 20 minutes, 600 seconds or 1/4 of an hour).		
36	I can measure the perimeter of simple 2D shapes.		
4	I can reason about perimeter. For example, when given three different irregular shapes, I can order the smallest to largest perimeter without measuring.		
37	I can add and subtract amounts of money to give change, using both £ and p in a practical context.		
Geometry – Properties of Shapes			
38	I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.		
39	I can draw 2D shapes (circle, triangle, quadrilateral, kite, rectangle, pentagon, hexagon, septagon/ heptagon, octagon, nonagon, decagon, polygon, regular and irregular).		
40	I can make 3D shapes using modelling materials.		
41	I recognise 3D shapes in different orientations and describe them.		
42	I recognise angles as a property of shape or a description of a turn.		
43	I can identify right angles and identify whether angles are greater or less.		
44	I recognise that two right angles make a half turn, three angles make a three – quarter turn and that four angles make a whole turn.		
Statistics			
45	I can interpret and present data using bar charts, pictograms and tables.		
46	I can solve one-step and two step questions using information presented in scaled bar charts, pictograms and tables (e.g. How many more? How many fewer? How many in total?)		

Pupil's Name: _____

Year 4 Mathematician

	TARGETS	SEEN	SECURE
	Number – Place Value		
1	I can count in multiples of 6, 9 (link to multiples of 3), 7, 25 and 1000.		
2	I can count backwards through zero to include negative numbers.		
3	I can order and compare numbers beyond 1,000.		
4	I can find 1,000 more or less than a given number.		
5	I recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones).		
6	I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.		
7	I can identify, represent and estimate numbers using different representations (e.g. blank number lines, scales, graphs, place value grids).		
8	I can round any number to the nearest 10, 100 and 1000.		
9	I can solve number and practical problems using multiples of 6, 7, 9, 25, 1000, negative numbers and place value (involving increasingly large numbers).		
	Number – Addition and Subtraction		
10	I can add and subtract numbers with up to 4-digits using the formal written methods of column addition and subtraction.		
11	I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.		
12	I can estimate and use inverse operations to check answers to a calculation.		
1	I can calculate and explain missing numbers when using formal written methods.		
	Number – Multiplication and Division		
13	I can recall and use multiplication and division facts for the 6, 9, 7, 11 and 12x tables.		
14	I can recall multiplication and division facts up to 12x12 RAPIDLY .		
15	I can use place value, known and derived facts to multiply and divide mentally.		
16	I can multiply by 0 and 1 and divide by 1.		
17	I can multiply three numbers together.		
18	I recognise and use factor pairs and commutativity in mental calculations.		
19	I can multiply 2-digit numbers and 3-digit numbers by a 1-digit number using a formal written method.		
20	I can solve problems that involve multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit e.g. $14 \times 7 = (10 \times 7) + (4 \times 7)$		
21	I can solve problems that involve integer scaling problems (e.g. recipes) and harder correspondence problems such as n objects are connected to m objects (e.g. if three cakes cost 60p. How much does one cake cost?)		
2	I can use my knowledge of inverse and multiplication and division to solve missing number problems. For example, 60 divided $\square = 4 \times \square$.		
3	I can use an appropriate method when calculating and explain my reasons.		
4	I can solve multi-step problems involving more than one of the operations.		
5	I can compare multiples of given numbers including those with remainders. For example, using a Venn diagram to sort.		
	Number – Fractions (including decimals)		
22	I can count up and down in hundredths; recognising that a hundredth is derived from dividing an object by 100 and dividing tenths by ten.		
23	I recognise and show, using diagrams, families of common equivalent fractions.		
24	I can add and subtract fractions with the same denominator.		
25	I recognise and write decimal equivalents to $1/4$, $1/2$ and \square .		
26	I recognise and write decimal equivalents of any number of tenths or hundredths.		
27	I can round decimals with one decimal place to the nearest whole number.		

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28	I can compare numbers with the same number of decimal places up to 2 decimal places.		
29	I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.		
30	I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		
31	I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.		
6	I can place fractions on a number line in real life contexts.		
Measurement			
32	I can estimate, compare and calculate different measures, including money.		
33	I can read, write and convert time between analogue and digital 12-hour and 24-hour clocks.		
34	I can convert between different units for length/height (cm to m; km to m; cm to mm), volume/capacity (ml to l) and mass/weight (g to kg).		
35	I can solve problems and convert different units of time (e.g. hours to minutes; minutes to seconds; hours to days; years to months; weeks to days).		
7	I can use a 24-hour timetable to find out times for journeys between various places.		
36	I can measure and calculate the perimeter of a rectilinear figure in cm and m.		
37	I can find the area of shapes by counting squares.		
Geometry – Properties of Shapes			
38	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.		
39	I can identify lines of symmetry in 2D shapes presented in different orientations.		
40	I can complete a simple symmetrical figure (horizontal, vertical or diagonal).		
41	I can identify acute and obtuse angles and compare angles up to 2 right angles by size.		
Geometry – Position and Direction			
42	I can describe movements between positions as translations of a given unit to the left/right and up/down.		
43	I can describe positions on a 2D grid as coordinates in the first quadrant.		
44	I can plot specified point and draw sides to complete a given polygon.		
Statistics			
45	I can present and interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.		
46	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		

Pupil's Name: _____

Year 5 Mathematician

	TARGETS	SEEN	SECURE
	Number – Place Value		
1	I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.		
2	I can read, write, order and compare numbers to at least 1,000,000.		
3	I can determine the value of each digit in numbers up to 1,000,000.		
4	I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.		
5	I can count forwards and backwards with positive and negative numbers, including through zero.		
6	I can interpret negative numbers in context (temperature and co-ordinate grids).		
7	I can solve number problems and practical problems with the above.		
8	I can read Roman numerals to 1,000 (M) and recognise years written in Roman Numerals.		
1	I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects.		
2	I can link working across zero for positive and negative numbers, e.g. to calculate time intervals.		
	Number – Addition and Subtraction		
9	I can add and subtract numbers mentally with increasingly large numbers ($12,462 - 2300 = 10,162$).		
10	I can add and subtract whole numbers with more than 4 digits, including using formal written methods.		
11	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.		
12	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
3	I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating.		
	Number – Multiplication and Division		
13	I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.		
14	I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.		
15	I can establish whether a number up to 100 is prime and recall prime numbers up to 19.		
16	I recognise and use square numbers and cube numbers, and the notation for squared and cubed.		
17	I can multiply and divide numbers mentally drawing on known facts.		
18	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.		
19	I can multiply numbers up to 4 digits by a 1- or two-digit number using a formal written method, including long multiplication for two-digit numbers.		
20	I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.		
21	I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.		
22	I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.		
23	I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.		
4	I can identify and explain links between multiplication facts beyond the 12 times table. For example, $25 \times 48 = \underline{\quad}$, $100 \times 48 = 4800$, $\underline{\quad} \times 48 = 4848$.		
	Number – Fractions (including decimals and percentages)		
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 [for example, $2/5 + 4/5 = 6/5 = 1 1/5$]		
25	I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.		
26	I can compare and order fractions whose denominators are multiples of the same number.		
27	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.		
28	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.		
29	I can read and write decimal numbers as fractions.		
30	I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.		

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31	I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.		
32	I can read, write, order, compare and solve problems involving numbers with up to 3 decimal places.		
33	I recognise the percent symbol (%) and understand that percent relates to 'number parts per hundred'.		
34	I can write percentages as a fraction (with a denominator of 100) and as a decimal.		
35	I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25.		
5	I can use = < > to compare proper and improper fractions.		
	Measurement		
36	I can solve problems involving converting between units of time.		
37	I can convert between different units of metric measure.		
6	I can convert measurements that involve decimals and explain how.		
38	I understand and use approximate equivalences between metric units and common imperial units (e.g. cm to inches; g to pounds; ml to pints).		
39	I can measure and calculate the perimeter of compound shapes in cm and m.		
40	I can calculate and compare the area of rectangles (including squares), using standard units (cm^2 and m^2) to estimate the area of irregular shapes.		
41	I can explain the difference between volume and capacity.		
42	I can estimate volume (for example, using 1cm^3 blocks to build cuboids or cubes) and capacity (for example using water).		
43	I can use all four operations to solve problems involving measure using decimal notation, including scaling.		
44	I can solve problems involving converting between units of time.		
7	I can order time in different units e.g. 400 minutes, 18 000 seconds, $\frac{1}{3}$ of a day or 6 hour).		
	Geometry – Properties of Shapes		
45	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.		
46	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.		
47	I can identify 3D shapes, including cubes and other cuboids, from 2D representations.		
48	I know that angles are measured in degrees and can estimate and compare acute, obtuse and reflex angles.		
49	I can identify angles at a point, one whole turn (total 360°).		
50	I can identify angles at a point on a straight line and a \square a turn (total 180°).		
51	I can identify other multiples of 90° .		
52	I can draw given angles and measure them in degrees.		
	Geometry – Position and Direction		
53	I can identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not changed.		
54	I can identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed.		
	Statistics		
55	I can complete, read and interpret information in tables, including timetables.		
56	I can solve comparison, sum and difference problems using information presented in a line graph.		

Pupil's Name: _____

Year 6 Mathematician

	TARGETS	SEEN	SECURE
	Number – Place Value		
1	I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.		
2	I can round any whole number to a required degree of accuracy.		
3	I can use negative numbers in context and calculate intervals across zero.		
4	I can solve number problems and practical problems that involve rounding, negative numbers, ordering and comparing values up to 10,000,000.		
	Number – Four areas of calculation		
5	I can identify common factors, common multiples and prime numbers.		
6	I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication.		
7	I can divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division or short division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.		
8	I can perform mental calculations, including with mixed operations and large numbers.		
9	I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.		
10	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
11	I can solve problems involving addition, subtraction, multiplication and division.		
12	I can use my knowledge of the order of operations to carry out calculations involving the four operations.		
1	I can move beyond squared and cubed numbers to calculate problems such as $X \times 10^n$ where n is positive.		
2	I can multiply all integers, (using efficient written methods) including mixed numbers and negative numbers.		
3	I can recognise an arithmetic progression and find the n th term.		
	Number - Fractions (including decimals and percentages)		
13	I can use common factors to simplify fractions.		
14	I can use common multiples to express fractions in the same denomination.		
15	I can compare and order fractions, including fractions >1 .		
16	I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.		
17	I can multiply simple pairs of proper fractions, writing the answer in the simplest form e.g. $\square \times \square = 1/8$.		
18	I can divide proper fractions by whole numbers e.g. $1/3 \div 2 = 1/6$.		
19	I can associate a fraction with division to calculate decimal fractions equivalents (0.375) for a simple fraction (3/8).		
20	I can identify the value of each digit to 3 decimal places.		
21	I can multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places (linked to measurement).		
22	I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.		
23	I can use written division methods in cases where the answer has up to 2 decimal places.		
24	I can solve problems which require answers to be rounded to specified degrees of accuracy.		
25	I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.		
	Ratio and Proportion		
26	I can solve problems involving the relative sizes of two quantities, where missing values can be found using multiplication and division facts (e.g. recipes and size of shapes)		
27	I can solve problems involving the calculation of percentages and the use of percentage comparisons (e.g. 15% of 360).		
28	I can solve problems involving similar shapes where the scale factor is known or can be found.		

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29	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples (e.g. Emma gets $\frac{2}{3}$ of £150. Erica gets $\frac{1}{3}$. How much does Erica have?)		
Algebra			
30	I can express missing number problems algebraically.		
31	I can use simple formulae.		
32	I can generate and describe linear number sequences.		
4	I can generate and describe my own formula for linear equations for the n th term.		
33	I can find pairs of numbers that satisfy an equation with two unknowns.		
5	I can explain how to find pairs of numbers that satisfy an equation with two unknowns.		
34	I can enumerate possibilities of combinations of two variables (e.g. if m is between 0-10 and n is between 10-15, what could $m + n = ?$).		
Measurement			
35	I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to 3 decimal places.		
36	I can convert between miles and kilometres.		
37	I recognise that shapes with the same areas can have different perimeters and vice versa.		
38	I can calculate the area of parallelograms and triangles.		
39	I recognise when it is possible to use the formulae for the area and volume of shapes.		
40	I can calculate, estimate and compare volume of cubes and cuboids, using standard units and extending to other units.		
41	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.		
Geometry – Properties of Shapes			
42	I can compare and classify geometric shapes based on the properties and sizes.		
43	I can draw 2D shapes given dimensions and angles.		
44	I recognise, describe and build simple 3D shapes, including making nets.		
45	I can find unknown angles in any triangles, quadrilaterals and regular polygons.		
46	I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.		
47	I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.		
Geometry – Position and Direction			
48	I can describe positions on the full co-ordinate grid (all four quadrants).		
49	I can draw and translate simple shapes on the co-ordinate plane and reflect them in the axes.		
Statistics			
50	I can interpret and construct line graphs and pie charts and use these to solve problems.		
51	I can calculate and interpret the mean as an average.		