



Topic	Objective
Number and Place Value	1. I can read, write, order and compare numbers to at least 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 through 0
	4. I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 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 1,000 (M) and recognise years written in Roman numerals
Addition and Subtraction	7. I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
	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 and Division	11. I can identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
	12. I know and can 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 1,000
	18. I can recognise and use square numbers and cube numbers, and the notation for squared and cubed
	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	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 [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ]
	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 [for example, $0.71 = 71/100$ ]
	28. I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
	29. I can round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
	30. I can read, write, order and compare numbers with up to 3 decimal places
	31. I can solve problems involving number up to 3 decimal places
	32. I can recognise the per cent symbol and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
	33. I can solve problems which require knowing percentage and decimal equivalents of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those fractions with a denominator of a multiple of 10 or 25
Measurement	34. I can convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
	35. I understand and can 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), including using standard units, square centimetres and square metres, and estimate the area of irregular shapes
	38. I can estimate volume [for example, using 1 cm blocks to build cuboids (including cubes)] and capacity [for example, using water]
	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
Shape	41. I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations
	42. I know angles are measured in degrees: I can 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 1 whole turn (total 360 degrees)
	45. I can identify angles at a point on a straight line and half a turn (total 180 degrees)
	46. I can identify other multiples of 90 degrees
	47. I can use the properties of rectangles to deduce related facts and find missing lengths and angles
	48. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles



Position and	49. 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	50. I can solve comparison, sum and difference problems using information presented in a line graph
	51. I can complete, read and interpret information in tables, including timetables