Green Lane CE Primary School 2018-19 Maths: Stage 6 (expected standard by end of KS2)

NAME:				Date objective when child has shown evidence of using the skill.	Highlight green when child has SECURED the skill.
CLASS:		Starting Stage:			
YEAR GROUP:		End Stage:			

	Date objective when child has shown evidence of using the skill.	Highlight green when child has SECURED the skill.
Number and Place Value		
I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit		
I can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 0.9; 28.13 = 28 + 0.1 + 0.03).		
I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000, and numbers with two decimal digits to nearest whole number or tenth		
Addition and Subtraction		
I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals		
I can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 − 82 + 47 = 53 + 47 − 82 = 100 − 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).		
The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).		
Multiplication and Division		
I can identify prime numbers, multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I know times table facts to 12 x 12		
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 (and those involving decimals by 10, 100 and 1000)		
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		
I can solve multi-step word problems involving multiplication and division, including scaling by simple fractions and problems involving measure		
Fractions – including Decimals and Percentages		
I can compare and order fractions *(including those greater than 1)* whose denominators are all multiples of the same number		
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*		
I can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 15 or 0.2 or 20% of the whole cake)		
I can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3; 15% of 60; 112 + 34; 7/9 of 108; 0.8 x 70)		
Measurement		
I can measure to nearest millimetre and calculate the perimeter of composite rectilinear shapes in centimetres and metres, answer missing measures questions such as these can be expressed algebraically in a formula, *for example to find the area of a rectangle or triangle.*		
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 . I can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).		
I can use all four operations to solve multi-step word problems involving measure *[for example, conversion, length, mass, volume, money]* using decimal notation. (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).		
Geometry – Properties of Shapes		
I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations		
I can draw regular and irregular polygons using given angles, and measure them in degrees (o) using protractor. I can use my mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles). I can use rotation and translation.		
Statistics		
I can complete, read and interpret information in tables, including timetables and time graphs		

6B	6W	6W+	6S	6S+
Working **BELOW** 0 – 2 **6B+** **BELOW WORKING TOWARDS** 3 – 5	**WORKING TOWARDS** National Standard 6 – 12	**WORKING AT THE NATIONAL STANDARD** Must include all purple KO's 13 – 16	**SECURELY WORKING AT NATIONAL STANDARD** Must include all purple KO's 17 – 18	**SHOWING GREATER DEPTH** 19 – 20