Year 6 Mathematics   Progress and Target Record Sheet   Name: _____

	4	5	Year 6
Number & Place Value	a I can round any number to the nearest 10, 100 or 1000 b I can count backwards through zero (to include negative numbers)	a I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000 b I understand negative numbers (in context); I can count forwards and backwards with positive and negative whole numbers	a I can round any whole number to a required degree of accuracy b I can use negative numbers in context, and calculate intervals across zero (e.g. what is 15 more than -9?)
Calculations	c When I do multiplication and division sums in my head, I use place value and my times tables knowledge to help me find answers; I can multiply three numbers together d I can multiply two-digit and three-digit numbers by a one-digit number using formal written method f1 I can add and subtract numbers with up to 4 digits using written column addition and subtraction where appropriate f2 I can solve addition and subtraction two-step problems in different contexts; I decide which operations and methods to use and can say why I have made my choices g I can estimate and use inverse operations to check answers to a calculation	C1 I can add and subtract numbers mentally with larger numbers C2 I can multiply and divide numbers mentally (using my times tables knowledge) d I can multiply numbers up to 4 digits by a one- or two-digit number using a written method (including long multiplication for two-digit numbers) e I can divide numbers up to 4 digits by a one-digit number using the written method of short division; I can interpret remainders appropriately for the context f1 I can add and subtract whole numbers with more than 4 digits, including using written column methods f2 I can solve problems involving a combination of addition, subtraction, multiplication and division; I can use my understanding of the meaning of the equals sign (eg 13=27=?-40) g I can use rounding to check answers to addition and subtraction calculations; I think about the problem to help me choose a sensible level of accuracy for my answer	c I can perform a wide range of mental calculations, including ones with large numbers (up to 1,000,000) and including ones which involve mixed operations (a combination of addition, subtraction, multiplication and division) d I can multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication e I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate; I interpret remainders sensibly according to context f I can solve addition and subtraction multi-step problems in different contexts; I decide which operations and methods to use and can explain my choices g I can make estimates to check answers to calculations; I think about the context of a problem, to help me decide a sensible degree of accuracy
Fractions, Decimals & Percentages	i I can find answers to simple measurement and money problems involving fractions and decimals (up to two decimal places) j I can find answers to problems involving harder fractions to work out quantities; I can use fractions (including non-unit fractions like $^2/_3$ and $^4/_5$ where the numerator is not "1") to divide quantities where the answer is a whole number	i I can solve problems involving numbers up to three decimal places j I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	h I can use written division methods in calculations where the answer has up to two decimal places i I can solve problems which need answers to be rounded to specific degrees of accuracy [e.g. to the nearest metre; to the nearest hundredth; to two decimal places] j I know and can use equivalences between simple fractions, decimals and percentages, in different contexts.
Ratio & Proportion		k I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'; I can write percentages as a fraction with denominator 100, and as a decimal	k I can find percentages of numbers and quantities [eg. percentages of measures, such as 15% of 360]; I can solve problems which use percentages for comparison l I can solve problems involving unequal sharing and grouping using my knowledge of fractions and multiples.
Algebra			m I can use simple formulae
Measures	n1 I can convert between different units of measurement (e.g. km to m, hour to minute) n2 I can read, write and convert time between analogue and digital 12- and 24-hour clocks	n1 I can convert between different units of metric measures n2 I understand and can use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	n 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 (including using decimal notation to up to three decimal places)
Geometry: Properties of Shape	o I can compare and group (classify) shapes (including quadrilaterals and triangles) based on properties and sizes	o1 I can use the properties of rectangles to work out related facts and find missing lengths and angles o2 I can tell which shapes are regular and irregular polygons based on thinking about equal sides and angles. p I can work out angles at a point using my knowledge that angles on one whole turn add up to 360° and angles on a straight line (½ a turn) add up to 180°	o I can compare and classify geometric shapes based on their properties and sizes p I recognise angles where they meet at a point, are on a straight line, or are vertically opposite; I can find missing angles [e.g. in any triangles, quadrilaterals, and regular polygons]
Geometry: Position and Direction	q I can describe positions on a 2-D grid (in the first quadrant) using coordinates; I can plot points to complete a polygon r I can describe movement between positions as translations to the left/right and up/down and by how much	r1 I can identify, describe and draw the position of a shape following a reflection or translation, using the appropriate language r2 I know that the shape has not changed by reflection or translation	q I can describe positions on the full coordinate grid (all four quadrants) r I can draw and translate simple shapes on the coordinate plane; I can reflect them in the axes.
Statistics	s1 I can read and present data (discrete and continuous) using appropriate graphs, (including bar charts and time graphs) s2 I can use information presented in bar charts, pictograms, tables and other graphs to answer questions where I need to add, subtract or compare	s1 I can complete, read and interpret information in tables, including timetables s2 I can solve comparison, sum and difference problems using information presented in a line graph	s I can interpret and construct pie charts and line graphs and use them to solve problems t I can calculate and show my understanding of the mean as an average

Maths I have used in different topics, projects and subjects:

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My maths diary: what I particularly enjoyed; what helped me learn; important targets for me

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Name _____

Class _____   School Year _____

Year 6 Mathematics Progress and Targets Booklet