

Numeracy Key Objectives Record of Achievement/Self Assessment Sheet

Name _____ Year 5

	3	4	Year 5 key objectives	6	7
A		I can multiply and divide any whole number (from 0 up to 1000) by 10. I understand the effect (on the place value of the digits) when I multiply or divide by 10.	I can multiply and divide any whole number (up to 10,000) by 10 or 100. I understand the effect (on the place value of the digits) when I multiply or divide by 10 or 100.	I can multiply and divide decimals by 10 or 100. I can explain the effect (on the place value of the digits) when I multiply or divide by 10 or 100. (KO)	I understand decimal notation and place value; I can multiply and divide whole numbers and decimals by 10, 100 and 1000 and explain the effect (on the place value of the digits).
B	I can read, write and order whole numbers to at least 1000 in figures and words; I know what each digit represents. (KO)	I can read, write and order whole numbers to at least 10000 in figures and words; I know what each digit represents. I recognise negative numbers when they are on a number line or a temperature scale.	I can put a set of positive and negative numbers into the correct order.	I can put a set of positive and negative numbers into the correct order.	I can order positive and negative numbers. I can add & subtract positive and negative numbers. I can use positive and negative numbers correctly in context.
C		I understand the way to write decimals for tenths and hundredths. I can use decimals in the context of money.	I can use decimal notation for tenths and hundredths: I know what each digit represents in a decimal number and can order decimal numbers.	I can use decimal notation for tenths and hundredths in calculations. I can use tenths, hundredths and thousandths when recording measurements.	I understand and can use decimal notation and place value. (KO)
D		I can round a sum of money to the nearest pound.	I can round a number with one or two decimal places to the nearest integer.	I can round a number with two decimal places to the nearest tenth or to the nearest whole number.	I can round numbers, including rounding decimals to 1 or to 2 decimal places.
E	I am beginning to recognise simple equivalent fractions (including halves, quarters and tenths).	I am beginning to relate fractions to division (e.g. I know that, to find a quarter of something I divide by four.) I know the decimal and fraction forms of half, quarters & tenths and can match the equivalent decimal and fraction forms.	I can relate fractions to division: if I am asked to find a fraction of a number (e.g. $\frac{3}{10}$ of 50, $\frac{2}{4}$ of 16, $\frac{7}{10}$ of 1 metre), I know the correct calculation(s) to make. I can say or write the decimal form of a fraction and put a decimal number in fraction form.	I can calculate fractions of numbers or quantities. I recognise equivalent decimals and fractions.	I can use fractions, decimals & percentages to describe proportions. I can convert between fractions, decimals and percentages. (KO)
F	I can find a small difference by counting up e.g. 102-97	I can find a small difference by counting up e.g. 5003-4997	I can calculate a difference such as 8006 - 2993 in my head quite quickly by counting up.	I can find a difference (e.g. 8003-3780) by counting up through multiples of 10, 100 and/or 1000.	I use mental methods of calculation reliably and confidently including calculations which involve decimals, fractions and percentages. (I use jottings when appropriate) (KO)
G	I have started to set out harder addition and subtraction calculations (ones that are too hard to do in my head) as vertical sums. I make sure that I line up units under units, tens under tens and so on.	I can do column addition and subtraction of two HTU numbers, and column addition of three or more HTU numbers. (KO)	I can do column addition and subtraction of two ThHTU numbers. I can do column addition of three or more ThHTU numbers.	I can do column addition and subtraction of decimal numbers. (KO)	I am confident and quick when using efficient written (column) methods of addition and subtraction with whole numbers and with decimal numbers.
H	I know by heart all the facts for the 2, 5 and 10 multiplication tables. (KO)	I know by heart all the facts for the 2, 3, 4, 5 and 10 multiplication tables. (KO)	I know by heart all multiplication facts up to 10x10.	I know by heart all multiplication facts up to 10x10 really well and answer quickly. (KO)	I know number facts really well and answer quickly including all multiplication facts up to 10x10.
I		I can do written multiplication and division sums for $TU \times U$ and $TU \div U$.	I can do written multiplication and division of a three-digit number by a single-digit number ($HTU \times U$, $HTU \div U$).	I can do written multiplication including: $ThHTU \times U$ and a decimal number $\times U$. I can do written division including: $HTU \div U$ and a decimal number $\div U$. (KO)	I use efficient written methods of multiplication and division when working with whole numbers and with numbers with one or two places of decimals. (KO)
J			I can do long multiplication of a two-digit number by a two-digit number ($HT \times HT$).	I can do long multiplication of a three-digit by a two-digit integer ($HTU \times HT$). (KO)	

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K		I can measure and calculate the perimeter of rectangles and other simple shapes. I can find the area of rectangles and other simple shapes, using counting methods. I use the correct units (e.g. cm, cm ²).	I know that area is measured in square units (e.g. cm ² , m ²). I know the word formula 'length x breadth' for the area of rectangles and I can use it to calculate the area of rectangles.	I can calculate the perimeter of simple compound shapes that can be split into rectangles. I can calculate the area of simple compound shapes that can be split into rectangles. (KO)	I can calculate the perimeter and area of compound shapes made up of rectangles.

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L			I can spot and point out parallel and perpendicular lines in shapes. I know the properties of rectangles.	I can picture different solid shapes in my mind and I can describe their properties (such as parallel or perpendicular faces or edges).	I recognise and can use parallel lines, and the sum of angles at a point, on a straight line and in triangles. (KO)

M	I can use addition, subtraction, multiplication or division to solve simple word problems including ones involving length, mass, capacity and time; I can explain my methods and reasoning.	I can use addition, subtraction, multiplication or division to solve simple word problems including ones involving length, mass, capacity and time; I can explain my methods and reasoning.	I can use addition, subtraction, multiplication or division to solve word problems including ones involving length, mass, capacity and time; I can explain my methods and reasoning.	I can choose the best calculation or series of calculations (+, -, x and ÷) to solve word problems (including problems involving measures and multi-step problems). I can give good reasons for the way I choose to do solve a problem. I can do the calculations reliably to find the correct answer. (KO)	I choose an appropriate and efficient method for solving a word problem. I can give good reasons for my choices of calculations and the methods I use. (KO)
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