

Numeracy Key Objectives Record of Achievement/Self Assessment Sheet

Name _____ Year 6

	4	5	Year 6 key objectives	7	8
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. (KO)	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.	I understand decimal notation and place value: I can multiply and divide integers and decimals by 10, 100 and 1000 and explain the effect (on the place value of the digits).	I can multiply and divide integers and decimals by 0.1 and 0.01.
B	I can put some different amounts of money in order.	I can order a mixed set of numbers which have the same number of decimal places.	I can order a mixed set of numbers which have up to three decimal places.	I can compare and order decimal numbers in different contexts.	
C			I can reduce a fraction to its simplest form by dividing both numerator and denominator by the same number (cancelling).	I can simplify fractions by cancelling; I can identify equivalent fractions.	I can order fractions by writing them with a common denominator or by converting them to decimals.
D	I can find simple* fractions (such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$) of numbers or quantities. (*unitary fractions)	I can relate fractions to division: if I am asked to find a fraction of a number (e.g. $\frac{3}{10}$ of 50, $\frac{5}{4}$ of 16, $\frac{7}{10}$ of 1 metre), I know the correct calculation(s) to make.	I can relate fractions to division: if I am asked to find a fraction of a number or quantity (e.g. $\frac{5}{8}$ of 32, $\frac{5}{6}$ of 40, $\frac{9}{100}$ of 400 centimetres), I know the correct calculation(s) to make.	I can calculate fractions of quantities and measurements (where there are whole number answers); I can multiply a fraction by an integer.	I can calculate fractions of quantities (even where there are fraction answers); I can multiply and divide an integer by a fraction.
E		I know that percentage means the number of parts in every 100. I can find simple percentages of small numbers, lengths, masses, etc. (e.g. 70% of 100 cm)	I know that percentage means the number of parts in every 100. I can find percentages of numbers, lengths, masses, etc. (e.g. 62% of 50)	I understand percentage as the 'number of parts per 100'; I can calculate percentages and use percentages to compare simple proportions.	I can use the equivalence of fractions, decimals and percentages to compare proportions; I can calculate percentages and find the outcome of a given percentage increase or decrease (KO).
F		I can solve simple "ratio and proportion" problems involving "in every" or "for every" ideas.	I can solve "ratio and proportion" problems involving "in every" or "for every" ideas.	I understand the relationship between ratio and proportion; I can use ratio notation. I can reduce a ratio to its simplest form and divide a quantity in a given ratio. I can solve simple problems about ratio and proportion using informal strategies.	I have a good understanding of the relationship between ratio and proportion. I can reduce a ratio to its simplest form, including a ratio expressed in different units, recognising links with fraction notation. I can divide a quantity in a given ratio. I can use the unitary method to solve simple word problems involving ratio and direct proportion. (KO)
G	I can carry out column addition of two or more whole numbers less than 1000. I can carry out column subtraction of two whole numbers less than 1000. (KO)	I can carry out column addition and subtraction of whole numbers less than 10000 (KO) and addition of more than two numbers.	I can carry out column addition and subtraction. I can do this for decimal numbers which have one or two decimal places.	I can use standard column procedures to add and subtract integers and decimals with up to two places.	I use standard column methods reliably for addition and subtraction of integers and decimals with up to two places.
H	I can quickly work out division facts from my 2x, 3x, 4x, 5x and 10x multiplication tables. (KO)	I can quickly work our division facts from all my multiplication tables up to 10x10.	I can quickly work our division facts from all my multiplication tables up to 10x10.	I am really quick and accurate when I need to recall number facts (including positive integer complements to 100 and multiplication facts to 10x10), and am quick to derive associated division facts.	I am really quick and accurate when doing mental calculation and recalling number facts, even when working with decimals, fractions and percentages, squares and square roots, cubes and cube roots.
I	I can do written multiplication and division sums for TU x U and TU ÷ U.	I can do written multiplication and division of a three-digit number by a single-digit number (HTU x U, HTU÷U). (KO)	I can multiply or divide decimal numbers (ones with one or two decimal places) by a single digit whole number. I can also do written multiplication and division (up to ThHTU x U and HTU÷U) accurately.	For whole numbers, I can multiply and divide 3 digit numbers by 2 digit numbers (HTUxTU; HTU÷TU); I can also multiply and divide decimals with one or two places by single digit whole numbers (KO).	I use standard column methods for multiplication and division of integers and decimals, including by decimals such as 0.6 or 0.06; I understand where to position the decimal point by considering equivalent calculations. (KO)
J		I can carry out long multiplication of a 2-digit number by a 2-digit number (KO).	I can carry out long multiplication of a 3-digit number by a 2-digit number.		

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K	I know that that angles are measured in degrees.	I can use a protractor to measure acute and obtuse angles correctly to the nearest 5 degrees.	I can use a protractor to measure acute and obtuse angles correctly to the nearest degree.	I can use a ruler to measure and draw lines to the nearest mm and a protractor to measure and draw angles (including reflex angle) to the nearest degree; I can construct triangles from SAS (side, angle, side) and ASA (angle, side, angle).	I can use a straight edge and compasses to do standard constructions. (KO)
L	I have investigated a short way to work out the perimeters of rectangles. I can find the area of a shape by counting squares.	I can calculate the perimeter of simple shapes and I can calculate the area of rectangles.	I can calculate the perimeter and area of simple compound shapes that can be split into rectangles.	I know the formula for the area of a rectangle; I can calculate the perimeter and area of compound shapes made up of rectangles.	I can work out and use formulae for the area of a triangle, parallelogram (KO) and trapezium; I can calculate perimeters and areas of plane rectilinear figures.
M	I can describe the position of a point on a co-ordinate grid. I can find the position of a point on a co-ordinate grid (where the lines are numbered).	I can read co-ordinates in the first quadrant. I can plot co-ordinates in the first quadrant.	I can read and plot co-ordinates in all four quadrants.	I use the conventions and notation for 2-D co-ordinates in all four quadrants correctly.	When I am given the co-ordinates of points A & B, I can find the midpoint of the line segment AB.

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N	I can choose and use the right number operations (addition, subtraction, multiplication, and/or division) to solve simple word problems about numbers or quantities. I can explain my methods and reasoning.	I can choose and use the right number operations (addition, subtraction, multiplication, division – including combinations of operations) to solve simple word problems about numbers or quantities. I can explain my methods and reasoning.	I can choose and use the right number operations (addition, subtraction, multiplication, division – including combinations of operations) to solve word problems about numbers or quantities. I can explain my methods and reasoning.	I can break a complex calculation into simpler steps, choosing and using appropriate and efficient operations and methods. (KO) I make good use of resources, including ICT.	I identify the necessary information to solve a problem. I can represent problems and solutions in algebraic, geometric or graphical form (KO), using correct notation and appropriate diagrams.
O	I can solve a problem by finding the right information in tables, graphs, charts (including tally charts, pictograms, bar charts, Venn diagrams and Carroll diagrams) and interpreting it correctly.	I can solve a problem finding the right information in tables, graphs (including line graphs and bar line graphs), charts and interpreting it correctly.	I can solve a problem by extracting and interpreting data in tables, graphs, charts (including simple pie charts).	I can interpret diagrams and graphs (including pie charts) and draw simple conclusions based on the shape of graphs and simple statistics for a single distribution.	I can interpret tables, graphs and diagrams for both discrete and continuous data and draw inferences that relate to the problem being discussed; I can relate summarised data to the questions being explored.