Maths Targets A Stage 4 Mathematician

	TARGETS						
Number and Place Value							
E	I can count in multiples of 25 and 1000						
E	I can order numbers beyond 1000						
E	I can find 1000 more or less than a simple number eg multiples of 10, 100, 1000						
E	I can recognise the place value of each digit in a 3-digit number						
E	I can round any number to the nearest 10,100						
E	I can read Roman numerals to 12						
D	I can count in multiples of 6 and 9						
D	I can find 1,000 more or less than a given number.						
D	I recognise the place value of each digit in a 4-digit number.						
D	I can use a number line to count backwards through 0 to include negative numbers						
D	I can read Roman numerals to 100						
D	I can solve number and practical problems with the above.						
S	I can count in multiples of 6, 7, 9, 25 and 1,000.						
S	I can order and compare numbers beyond 1,000.						
S	I can count backwards through zero to include negative numbers.						
S	I can round any number to the nearest 10, 100 or 1,000.						
S	I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.						
S	I can identify, represent and estimate numbers using different representations.						
S	I can solve number and practical problems with the above (involving increasingly large numbers).						
Emerging		Developing		Secure			
Addition and Subtraction							
E	I can add and subtract numbers up to 3-digits using formal written methods of column + and -.						
E	I can begin to solve addition and subtraction 1-step problems in context, deciding which operations and method to use						
D	I can estimate answers to a calculation						
D	I can begin to solve addition and subtraction 1 and 2-step problems in context, deciding which operations and method to use						
S	I can add and subtract numbers up to 4-digits using the formal written methods of column + and -.						
S	I can estimate and use inverse operations to check answers in a calculation.						
S	I can solve addition and subtraction 2-step problems in context, deciding which operations and method to use.						
Emerging		Developing		Secure			
Multiplication and Division							
E	I can rapidly recall tables facts for x3, x4 and x8 tables and begin to recall facts for x6 table.						
E	I can begin to multiply 2-digit numbers by a 1-digit number using formal written layout.						
E	I can solve problems, including missing numbers						
D	I can rapidly recall tables facts for x6 and x9 tables						
D	I recognise and use factor pairs in mental calculation						
D	I can multiply 2-digit numbers by a 1-digit number using formal written layout.						
D	I can begin to solve problems involving multiplying and adding including using the distributive law to multiply 2-digit numbers by 1-digit,						

S	I can recall multiplication and division facts up to 12x12.							
S	I recognise and use factor pairs and commutativity in mental calculations.							
S	I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.							
S	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.							
S	I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.							
Emerging		Developing		Secure				
Fractions								
E	I can begin to show, using diagrams, families of some equivalent fractions							
E	I can add and subtract fractions within the same denominator							
E	I can begin to solve problems involving fractions to calculate quantities where answers are a whole number eg ¼ of 20							
E	I can recognise decimal equivalence to 1/2							
E	I can find the effect of dividing a 1 or 2 digit number by 10							
E	I can solve simple money problems to 2 decimal places							
D	I recognise and show, using diagrams, families of equivalent fractions with small denominators							
D	I can count up and down in hundredths and recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.							
D	I can solve problems involving fractions to calculate quantities where answers are a whole number							
D	I can recognise decimal equivalence to 1/4 and begin to understand decimal equivalents of any number of tenths and hundredths							
D	I can find the effect of dividing a 1 or 2 digit number by 10 and 100							
D	I can compare numbers with the same number of decimal places up to 1 decimal place.							
D	I can solve simple money problems involving fractions and decimals to 1 or 2 decimal places.							
S	I recognise and show, using diagrams, families of common equivalent fractions.							
S	I can add and subtract fractions within the same denominator, through a variety of complex problems							
S	I can solve problems involving increasingly harder fractions to divide quantities, including non-unit fractions where the answer is a whole number.							
S	I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.							
S	I recognise and write decimal equivalents of 3/4 and any number of tenths or hundredths.							
S	I can compare numbers with the same number of decimal places up to 2 decimal places.							
S	I can round decimals with one decimal place to the nearest whole number.							
S	I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.							
Emerging		Developing		Secure				
Measurement								
E	I can convert between simple whole units of measure eg kg to g, km to m							
E	I can find the area of simple rectangular shapes by counting squares.							
E	I can tell and write the time from an analogue or digital 12 hour clock							
E	I can begin to solve problems involving converting from hours to minutes, minutes to seconds							
D	I can begin to convert between different units of measure							
D	I can measure and calculate the perimeter of a rectangle							
D	I can tell and write the time from an analogue or digital 24 hour clock							
D	I can begin to solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.							

S	I can convert between different units of measurements eg km to m, kg to g, hour to minute							
S	I can measure and calculate the perimeter of a rectilinear figure in cm and m.							
S	I can find the area of rectilinear shapes by counting squares.							
S	I can estimate, compare and calculate different measures, including money in £ and p.							
S	I can read, write and convert time between analogue and digital 12 and 24 hour clocks.							
S	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.							
Emerging		Developing		Secure				
Shape and Geometry								
E	I can begin to compare and classify geometrical shapes including triangles based on their properties and sizes							
E	I can identify lines of symmetry in 2D shapes							
E	I can begin to plot co-ordinates on a 2D grid in the first quadrant							
D	I can classify triangles into equilateral, isosceles and scalene							
D	I can complete a simple symmetric figure with respect to a specific line of symmetry							
D	I can identify acute and obtuse angles							
D	I can describe positions on a 2D grid as coordinates in the first quadrant.							
S	I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes eg parallelogram, rhombus, trapezium							
S	I can identify lines of symmetry in 2D shapes presented in different orientations.							
S	I can identify acute and obtuse angles and compare and order angles up to two right angles by size.							
S	I can plot specified points and draw sides to complete a given polygon.							
S	I can describe movements between positions as translations of a given unit to the left/right and up/down.							
Emerging		Developing		Secure				
Statistics								
E	I can interpret and discreet data using appropriate graphical methods, including bar charts, using simple scales and intervals							
E	I can begin to solve comparison problems using information presented in bar charts, pictograms, tables and other graphs.							
D	I can interpret and discreet and continuous data using appropriate graphical methods, including bar charts, using a greater range of scales							
D	I can solve comparison and begin to solve sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.							
S	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.							
S	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.							
Emerging		Developing		Secure				