Year 6

Maths Targets

Name _____

	Child Speak Target		Greater Depth Target	
	Number Place Value			

E	*I can work with numbers up to 10 000 000 and know what each digit represents.*		*I can work with numbers up to 10 000 000 confidently and know what each digit represents.*	
K	*I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000.*		*I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000 using different measures and contexts.*	
K	*I understand and use negative numbers in my work, for example - working out how much is between -7 and +8.*		*I understand and use negative numbers in my work, for example - working out how much is between -17 and +8 to solve real-life problems.*	
E	*I can solve number and practical problems that involve large numbers, rounding and negative numbers.*		*I can solve more complex number and practical problems that involve large numbers, rounding and negative numbers independently.*	
	Multiplication Division			
K	*I can multiply 4 digit numbers by a two-digit number (for example 4307 x 34) using the written method of long multiplication.*		*I can multiply 4 digit numbers by a two-digit number efficiently (for example 4307 x 34) using the written method of long multiplication across a range of contexts.*	
	I can divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder.		*I can divide 4 digit numbers by a two-digit number efficiently using the written method of long division - and tell you the remainder.*	
EK	*I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.*		*I can efficiently divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.*	
E	*I can multiply, divide, add and subtract large numbers in my head.*		*I can rapidly multiply, divide, add and subtract large numbers in my head.*	
	I identify common factors, common multiples and prime numbers.		*I identify all of the common factors, common multiples and prime numbers.*	
E	*I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems.*		*I know why addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems in different contexts.*	
EK	*I can solve addition and subtraction multi-step problems, deciding where to add or subtract.*		*I can solve addition and subtraction multi-step problems across different subjects or themes, choosing the most efficient methods.*	
E	*I can solve problems involving addition, subtraction, multiplication and division.*		*I can solve problems across a range of themes and subjects involving addition, subtraction, multiplication and division.*	
K	*I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.*		*I accurately estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.*	
	Fractions			
	I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.		*I can use common factors to accurately simplify fractions and use common multiples to express fractions in the same denomination when solving problems.*	
	I can compare and order fractions, including fractions greater than 1.		*I can compare and order fractions, including fractions greater than 1 in a mixture of contexts and measurements.*	
E	*I add and subtract fractions with different denominators and mixed numbers.*		*I add and subtract fractions with different denominators and mixed numbers to solve real-life problems.*	
E	*I can multiply fractions such as 1/4 × 1/2 = 1/8.*		*I can multiply fractions such as 1/6 x 1/3 = 1/18 to solve real-life problems.*	
E	*I know how to divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].*		*I know how to divide proper fractions by whole numbers [for example, 1/3 ÷ 4 = 1/12] to solve problems.*	
E	*I can change a fraction into a decimal - for example, I can change 3/8 to 0.375 by dividing 1 by 8 and multiplying by 3.*		*I can change a fraction into a decimal confidently - for example, I can change 3/8 to 0.375 by dividing 1 by 8 and multiplying by 3.*	

	I can multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places.		*I can multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places to solve problems and convert measurements.*	
E	*I can multiply numbers such as 1.45 by a one-digit number - for example 1.45 x 7.*		*I can multiply numbers such as 1.45 by a one-digit number - for example 1.45 x 7 in a range of contexts.*	
EK	*I use written division methods in cases where the answer has up to two decimal places.*		*I use written division methods confidently in cases where the answer has up to two decimal places.*	
EK	*I can solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.*		*I can solve complex problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000.*	
EK	*I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and 1/2.*		*I can quickly recall the decimal value, percentage and fraction of a range of values in context. - such as 0.5, 50 per cent and 1/2.*	
	Ratio			
	I can solve problems about relative sizes (ratio).		*I can solve complex problems about relative sizes (ratio).*	
EK	*I can find the percentage of an amount - such as finding 15 per cent of 360.*		*I can find the percentage of an amount - such as finding 17 per cent of 360 to solve real-life problems.*	
	I can solve similar shape problems.		*I can find and use the ratio to solve similar shape problems.*	
K	*I can solve problems about unequal sharing - such as 'I need four eggs and for every egg I need three spoonfuls of flour. How much flour do I need?'.*		*I can solve complex problems about unequal sharing involving fractions - such as 'I need four eggs and for every egg I need two and a half spoonfuls of flour. How much flour do I need?'.*	
	Algebra			
EK	*I know how to use simple formulae such as n - 10 = 2.*		*I can use formulae confidently to solve problems such as 2n - 10 = 2.*	
	I can create a sequence of numbers that follow a rule.		*I can create a sequence of numbers that follow a rule and identify a rule in a given sequence.*	
	I can use a letter (such as n or x) to show a missing number - such as 10 - x = 5.		*I can use a letters (such as n or x) to show a missing number - such as 10 - x = y + 4.*	
E	*I can find pairs of numbers that satisfy an equation with two unknowns.*		*I can find all the pairs of numbers that satisfy an equation with two unknowns.*	
	I can list possible answers to missing numbers such as listing the possible answers of a and b in a + 6 = b - 10.		*I can list all of the possible answers to missing numbers such as listing the possible answers of a and b in a + 6 = b - 10.*	
	Measurement			
E	*I solve problems about different units of measure with three decimal places.*		*I solve more complex problems about converting different units of measure with three decimal places.*	
EK	*I can convert measurements of length, weight, volume and time up to three decimal places in length (for example 0.345kg = 345g).*		*I can convert measurements of length, weight, volume and time confidently, up to three decimal places in length (for example 0.345kg = 345g).*	
	I can convert between miles and kilometres.		*I can convert between miles and kilometres and use this in different subjects.*	
	I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have different areas.		*I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have different areas. I can find rules and patterns in the results.*	
	I can use a formula for area and volume of shapes.		*I can use a formula to find the area and volume of compound shapes in mathematical puzzles.*	
	I can calculate the area of parallelograms and triangles.		*I can calculate the area of parallelograms and triangles and use this to solve problems.*	
	I can work with the volume of cubes and cuboids using cubic centimetres (cm3) and cubic metres (m3), and other units too such as mm3 and km3.		*I can solve real-life problems involving volume of cubes and cuboids using cubic centimetres (cm3) and cubic metres (m3), and other units too such as mm3 and km3.*	
	Shape			

	I accurately draw 2-D shapes using given dimensions and angles.		*I accurately draw 2-D shapes to different scales using given dimensions and angles.*	
	I can recognise, describe and build 3-D shapes, including making nets.		*I can recognise, describe and build 3-D shapes, including making and identifying nets of compound shapes.*	
EK	*I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.*		*I can accurately classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and irregular polygons.*	
	I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.		*I can solve practical and challenging problems involving the radius, diameter and circumference of circles.*	
E	*I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.*		*I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles and use this to solve real-life problems*	
	Position			
	I can use the four quadrants in a coordinate grid.		*I can use the four quadrants in a coordinate grid independently.*	
K	*I can draw and translate shapes using coordinates or reflect a shape on the grid.*		*I can draw and translate more complex shapes using coordinates or reflect a shape on the grid.*	
	Statistics			
K	*I can use and construct pie charts and line graphs and use these to solve problems.*		*I can use and construct pie charts and line graph in a range of different subjects and use these to solve problems.*	
K	*I can calculate the mean as an average.*		*I can calculate the mean, median and mode as averages.*	