**Maths Progress Checker Year 5: Meeting** **Name:** _____

| Number: Key Assessment Criteria | OCT | DEC | FEB | APR | MAY | JUL |
|---|---|---|---|---|---|---|
| **Number and Place Value** | | | | | | |
| • I can read, write, order and compare numbers up to 1,000,000 and know the value of each digit. | | | | | | |
| • I can count forwards and backwards in steps of power 10 (10, 100, 1000 etc) for any given number up to 1,000,000. | | | | | | |
| • I can use negative numbers in context, count forwards and backwards with positive and negative numbers including through zero. | | | | | | |
| • I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. | | | | | | |
| • I can solve number problems and practical problems with all of the above. | | | | | | |
| • I can read Roman numerals to 1000 (M) and recognise years written in Roman Numerals. | | | | | | |
| **Number: Addition and Subtraction** | | | | | | |
| • I can add whole numbers with more than 4-digits using formal written methods. | | | | | | |
| • I can subtract whole numbers with more than 4-digits using formal written methods. | | | | | | |
| • I can add and subtract mentally with increasingly large numbers. | | | | | | |
| • I can use rounding to check answers to calculations. | | | | | | |
| • I can solve multi-step addition and subtraction problems deciding which calculations and methods to use. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |

| Number: Key Assessment Criteria | OCT | DEC | FEB | APR | MAY | JUL |
|---|---|---|---|---|---|---|
| **Number: Multiplication and Division** | | | | | | |
| • I can identify multiples and factors, including finding all factor pairs of an number and common factors of 2 numbers.. | | | | | | |
| • I know and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. | | | | | | |
| • I can work out whether a number up to 100 is prime and remember prime numbers up to 19. | | | | | | |
| • I can multiply numbers up to 4-digits by a 1 or 2-digit whole number using formal written method (including long multiplication for 2 digit numbers). | | | | | | |
| • I can x and ÷ numbers mentally using times table facts. | | | | | | |
| • I can divide numbers up to 4-digits by a 1-digit whole number using formal written methods of short division and interpret the remainder appropriately for the context. | | | | | | |
| • I can x and ÷ whole numbers and decimals by 10, 100 and 1,000. | | | | | | |
| • I can recognise and use square numbers and cube numbers and the notation for squared ($^2$) and cubed ($^3$). | | | | | | |
| • I can solve problems involving x and ÷ including knowledge of factors and multiples, squares and cubes. | | | | | | |
| • I can solve problems with multiplication and division, addition and subtraction. | | | | | | |
| • I can solve problems with multiplication and division including scaling by simple fractions and problems involving simple rates. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |

| Number: Key Assessment Criteria | OCT | DEC | FEB | APR | MAY | JUL |
|---|---|---|---|---|---|---|
| **Number: Fractions, Decimals and Percentages.** | | | | | | |
| • I can compare and order fractions whose denominators are all multiples of the same number. | | | | | | |
| • I can identify, name and write equivalent fractions of a given fraction represented visually, including tenths and hundredths. | | | | | | |
| • I can recognise mixed numbers and improper fractions and convert from one to the other (e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1{}^{1}/_{5}$) | | | | | | |
| • I can add and subtract fractions with the same denominators and denominators that are multiples of the same number. | | | | | | |
| • I can multiply proper fractions and mixed numbers, writing by whole numbers supported by materials and diagrams. | | | | | | |
| • I can read and write decimal numbers as fractions, for example, 0.47 = $^{47}/_{100}$. | | | | | | |
| • I can recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents | | | | | | |
| • I can round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. | | | | | | |
| • I can read, write, order and compare numbers with up to 3 decimal palces. | | | | | | |
| • I can solve problems with numbers with up to 3 decimal places. | | | | | | |
| • I recognise the per cent symbol (%) and understand per cent relates to 'number of parts per hundred' and can write percentages as a fraction out of 100 and a decimal (e.g. 56% = $^{56}/_{100}$ = 0.56). | | | | | | |
| • I can solve problems that involve knowing percentage and decimal equivalents of ½ , ¼ , $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and fractions with a denominator of a multiple of 10 or 25. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |

| **Measurement: Key Assessment Criteria** | **OCT** | **DEC** | **FEB** | **APR** | **MAY** | **JUL** |
|---|---|---|---|---|---|---|
| • I can convert between different units of metric measures (e.g. km and m, cm and m, cm and mm, g and kg, l and ml). | | | | | | |
| • I understand and can use equivalences between metric units and common imperial units such as inches, pounds and pints. | | | | | | |
| • I can calculate perimeters of composite rectilinear shapes in cm and m. | | | | | | |
| • I can calculate the area of rectangles (including squares) using standard units $cm^2$ and $m^2$ and estimate the area of irregular shapes. | | | | | | |
| • I can estimate volume (using $cm^3$ cubes to build cuboids) and capacity (using water). | | | | | | |
| • I can solve problems involving converting between units of time. | | | | | | |
| • I can use all 4 operations (+, -, x, ÷) to solve problems involving measures (length, mass, volume and money) using decimal notation. | | | | | | |
| **Geometry: Key Assessment Criteria** | | | | | | |
| **Properties of Shapes:** | | | | | | |
| • I can identify 3D shapes, including cubes and cuboids from 2D representations. | | | | | | |
| • I know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. | | | | | | |
| • I can draw given angles and measure them in degrees (º). | | | | | | |
| • I can identify: angles at a point and 1 whole turn (total 360 $^0$),<br>▪ angles at a point on a straight line and ½ a turn (total 180 $^0$),<br>▪ other multiples of $90^0$ | | | | | | |
| • I can use the properties of rectangles (e.g. parallel and equal opposite sides, diagonals bisect each other etc.) to find missing lengths and angles. | | | | | | |
| • I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. | | | | | | |
| **Position and Direction:** | | | | | | |
| • I can reflect and translate a shape and know that its size and shape have not changed. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |

| **Statistics: Key Assessment Criteria** | | | | | | |
|---|---|---|---|---|---|---|
| • I can solve comparison, sum and difference problems using information presented in line graphs. | | | | | | |
| • I can complete, read and interpret information in tables including timetables. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |
| **PERCENTAGE of targets achieved at 2 or 3** | | | | | | |

**Maths Progress Checker Year 5 : Exceeding** **Name:** _____

| Number, Measurement, Geometry and Statistics: Key Assessment Criteria | OCT | DEC | FEB | APR | MAY | JUL |
|---|---|---|---|---|---|---|
| • I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects. | | | | | | |
| • I can divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method. | | | | | | |
| • I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating. | | | | | | |
| • I can link working across zero for positive and negative numbers to work time between BC and AD in history. | | | | | | |
| • I can recognise the symbol for square root (√) and work out square roots for numbers up to 100. | | | | | | |
| • I can calculate number problems algebraically, for example, $2x - 3 = 5$. | | | | | | |
| • I can use knowledge of measurement to create plans of areas around school, such as classroom , field, outside play area, etc. | | | | | | |
| • I can relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg. | | | | | | |
| • I can use a range of timetables to work out journey times on a fictional journey around the world, for example, how long would it take to reach the rainforests in the Amazon? | | | | | | |
| • I can collect my own data on personal project and present information in formats of their choosing, charts, graphs and tables. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |
| **PERCENTAGE of targets achieved at 2 or 3** | | | | | | |

**Maths Progress Checker – Year 5: Developing** **Name:** _____

| Number: Key Assessment Criteria | OCT | DEC | FEB | APR | MAY | JUL |
|---|---|---|---|---|---|---|
| **Number and Place Value** | | | | | | |
| • I can count in multiples of 6, 7, 9, 25 and 100. | | | | | | |
| • I can find 1000 more or less than a given number. | | | | | | |
| • I can count backwards through zero to include negative numbers. | | | | | | |
| • I can recognise the value of each digit in a 4 digit number (1s, 10s, 100s and 1000s). | | | | | | |
| • I can order and compare numbers beyond 1,000. | | | | | | |
| • I can identify, represent and estimate numbers using different representations. | | | | | | |
| • I can round any number to the nearest 10, 100 or 1,000. | | | | | | |
| • I can solve number problems and practical problems with all of the above and with increasingly large positive numbers. | | | | | | |
| • I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | | | | | | |
| **Number: Addition and Subtraction** | | | | | | |
| • I can add whole numbers with up to 4-digits using formal written methods. | | | | | | |
| • I can subtract whole numbers with up to 4-digits using formal written methods. | | | | | | |
| • I can estimate and use inverse operations to check answers to calculations (use + to check a – calculation). | | | | | | |
| • I can solve two-step addition and subtraction problems deciding which calculations and methods to use. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |

| Number: Key Assessment Criteria | OCT | DEC | FEB | APR | MAY | JUL |
|---|---|---|---|---|---|---|
| **Number: Multiplication and Division** | | | | | | |
| • I can recall multiplication and division facts for multiplication and division facts up to 12 x 12. | | | | | | |
| • I can use place value, known and worked out facts to multiply and divide mentally (including x by 0 and 1, ÷ by 1, x 3 numbers e.g. 3 x 5 x 8, 600 ÷ 3 = 200). | | | | | | |
| • I can recognise and use factor pairs and commutativity in mental calculations (3 x 9 = 9 x 3, 7 + 8 = 8 + 7). | | | | | | |
| • I can multiply 2-digit and 3-digit numbers by a 1-digit whole number using formal written method. | | | | | | |
| • I can solve problems with multiplication and adding (e.g. 39 x 7 = 30 x 7 + 9 x 7 ) integer scaling problems and harder correspondence problems ( e.g. If there are 3 main course and 3 pudding choices, how many different meal combinations are there? Or 3 cakes are shared equally between 10 children) | | | | | | |
| **Number: Fractions, Decimals and Percentages.** | | | | | | |
| • I can recognise and show families of common equivalent fractions using diagrams. | | | | | | |
| • I can count up and down in hundredths; recognising that hundredths are made by dividing a number by 100 or dividing tenths by 10. | | | | | | |
| • I can solve problems calculating fractions of quantities including non unit fractions and more tricky fractions. | | | | | | |
| • I can add and subtract fractions with the same denominator. | | | | | | |
| • I can recognise and write decimal equivalents of ½ , ¼ , ¾ | | | | | | |
| • I can find the effect of dividing a 1-digit or 2-digit number by 10 or 100 identifying the value of the digits in the answer as 1s, tenths and hundredths. | | | | | | |
| • I can round decimals with 1 decimal place to the nearest whole number. | | | | | | |
| • I can compare numbers with 1 and 2 decimal places ( as long as they have the same number of decimal places) | | | | | | |
| • I can solve simple money and measure problems involving fractions and decimals to 2 decimal places. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |

| **Measurement: Key Assessment Criteria** | **OCT** | **DEC** | **FEB** | **APR** | **MAY** | **JUL** |
|---|---|---|---|---|---|---|
| • I can convert between different units of metric measures (e.g. km and m, hour to minute). | | | | | | |
| • I can calculate perimeters of rectilinear shapes including squares in cm and m. | | | | | | |
| • I can calculate the area of rectilinear shapes by counting squares. | | | | | | |
| • I can estimate, compare and calculate different measures including money in pounds and pence. | | | | | | |
| • I can read, write and convert between analogue and digital 12- and 24-hour clocks.. | | | | | | |
| • I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | | | | | |
| **Geometry: Key Assessment Criteria** | | | | | | |
| **Properties of Shapes:** | | | | | | |
| • I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. | | | | | | |
| • I can identify acute and obtuse angles and compare and order angles smaller than $180^0$. | | | | | | |
| • I can identify lines of symmetry in 2D shapes presented in different orientations. | | | | | | |
| • I can complete a simple symmetrical figure with respect to a specific line of symmetry | | | | | | |
| **Position and Direction:** | | | | | | |
| • I can describe positions on a 2D grid as coordinates in the first quadrant | | | | | | |
| • I can describe movements between positions as translations to the left/right, up /down. | | | | | | |
| • I can plot specified points and draw sides to complete a given polygon. | | | | | | |
| **Statistics: Key Assessment Criteria** | | | | | | |
| • I can interpret and present discrete data using bar charts and time graphs | | | | | | |
| • I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | | | | | |
| **TOTAL** | | | | | | |
| **NUMBER of targets achieved at 2 or 3** | | | | | | |
| **PERCENTAGE of targets achieved at 2 or 3** | | | | | | |