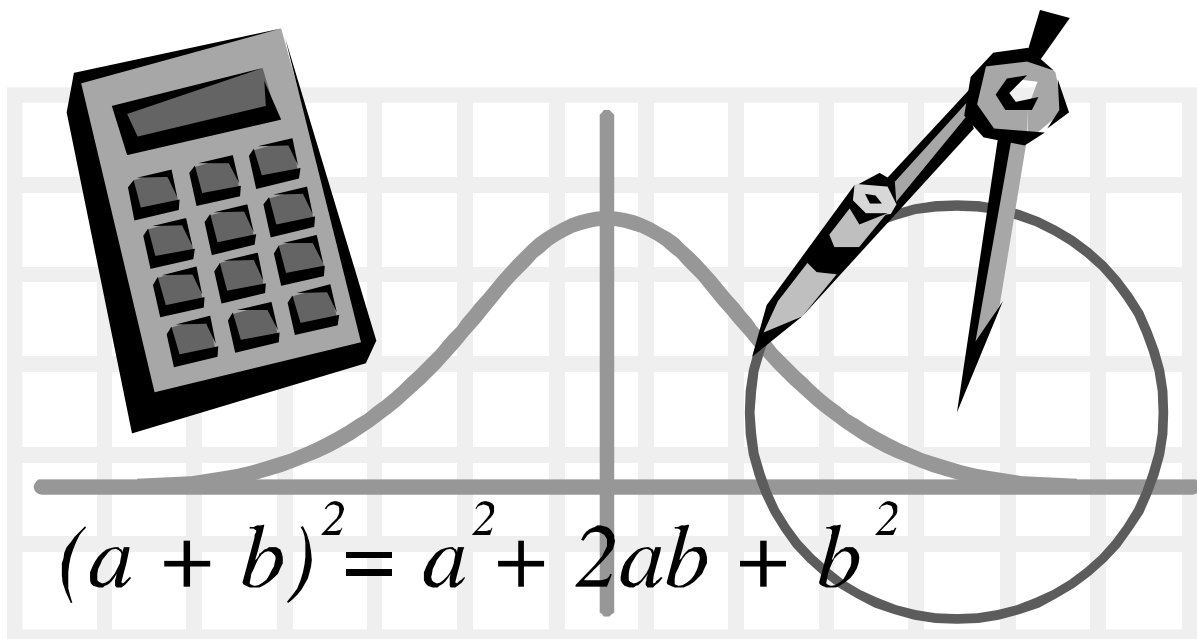


Numeracy Pupil Targets



LEVEL	SUMMARY	JUDGEMENT	
		P	T
2	· I can count more than 20 things	<input type="checkbox"/>	<input type="checkbox"/>
	· I know all the pairs of numbers which add up to 10	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that if I take one of these numbers away from 10, the answer will be the other number of the pair	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read and write the numbers up to 20	<input type="checkbox"/>	<input type="checkbox"/>
	· I know what a 'zero' means	<input type="checkbox"/>	<input type="checkbox"/>
	· I can put numbers in order up to 100	<input type="checkbox"/>	<input type="checkbox"/>
	· I know which numbers are 'odd' and 'even'	<input type="checkbox"/>	<input type="checkbox"/>
	· I can see when numbers make a sequence	<input type="checkbox"/>	<input type="checkbox"/>
	· I can double and halve numbers up to 20	<input type="checkbox"/>	<input type="checkbox"/>
	· I can solve word problems by deciding whether to use + or -	<input type="checkbox"/>	<input type="checkbox"/>
	· I can explain my work to a friend	<input type="checkbox"/>	<input type="checkbox"/>
	· I can count on or back in tens, up to 100	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that multiplication is adding a number lots of times	<input type="checkbox"/>	<input type="checkbox"/>
	· I know what = means and I can use it when writing sums	<input type="checkbox"/>	<input type="checkbox"/>
	· I can fill in the missing space in a sum like $6 = 2 + \underline{\quad}$	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 10 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 2 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I can share or group things together and know that this is division	<input type="checkbox"/>	<input type="checkbox"/>
	· I can check my answers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can add and subtract money up to 20p	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
2 _(CONTD)	· I know what $\frac{1}{2}$ and $\frac{1}{4}$ mean	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that adding numbers can be done in any order	<input type="checkbox"/>	<input type="checkbox"/>
	· I can round any 2 digit number to the nearest 10	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use steps, hand spans, straws to measure how long something is	<input type="checkbox"/>	<input type="checkbox"/>
	· I can balance things on the scales	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use cups to see how much a container holds	<input type="checkbox"/>	<input type="checkbox"/>
	· I can guess before I measure	<input type="checkbox"/>	<input type="checkbox"/>
	· I can talk about sides, edges, corners and faces of shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I can name some 3D shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I can name some 2D shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read the time on a clock for the hour, half hour and quarter hour	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand what 7:30 means on a digital clock	<input type="checkbox"/>	<input type="checkbox"/>
	· I know what a whole, half and quarter turns are	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that a quarter turn is called a right angle	<input type="checkbox"/>	<input type="checkbox"/>
	· I am beginning to use centimetres and metres to measure how long	<input type="checkbox"/>	<input type="checkbox"/>
	· I am beginning to use grams to measure weight	<input type="checkbox"/>	<input type="checkbox"/>
	· I know what equipment I need to measure things	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use a ruler to draw a 6cm line	<input type="checkbox"/>	<input type="checkbox"/>
	· I can see a symmetrical pattern when I am painting or sticking shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I can sort objects using different ways	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
2 _(CONTD)	· I can draw a block graph, table or write a list to show what I have found out	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
3	· I can put numbers in order up to 1000	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read and write numbers up to 100	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand that an integer is a whole number	<input type="checkbox"/>	<input type="checkbox"/>
	· I can count on or back from any 2 or 3 digit number - in tens or hundreds	<input type="checkbox"/>	<input type="checkbox"/>
	· I can give a subtraction sum using the numbers from an addition sum	<input type="checkbox"/>	<input type="checkbox"/>
	· I can round any integer, less than 1000, to the nearest 10 or 100	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ to find fractions of shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ to find fractions of numbers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can see when two fractions are the same	<input type="checkbox"/>	<input type="checkbox"/>
	· I know by heart all the + and - facts up to 20	<input type="checkbox"/>	<input type="checkbox"/>
	· I can + or - 9 or 11 from a 2 digit number, in my head	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 5 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 3 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 4 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that if I multiply two numbers, I can check by dividing the answer by one of them	<input type="checkbox"/>	<input type="checkbox"/>
	· I know how many seconds are in a minute, mins in an hr, hrs in a day, days in a week, months in a year	<input type="checkbox"/>	<input type="checkbox"/>
	· I can + and - money and use the £ and p signs	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out whether to use + or - when solving problems	<input type="checkbox"/>	<input type="checkbox"/>
· I can explain my working out	<input type="checkbox"/>	<input type="checkbox"/>	

LEVEL	SUMMARY	JUDGEMENT	
		P	T
3 (CONTD)	· I can check my answers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use the decimal point when solving problems involving money or measures	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand negative numbers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use number facts I know to solve larger number calculations in my head	<input type="checkbox"/>	<input type="checkbox"/>
	· I can + or - 2 digit numbers in my head	<input type="checkbox"/>	<input type="checkbox"/>
	· I can + and - 3 digit numbers using written methods	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out division facts from the 2, 3, 4, 5 and 10 times tables	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out remainders when dividing	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use the symbols < > =	<input type="checkbox"/>	<input type="checkbox"/>
	· I can recognise fractions that are several parts of a whole - e.g. 3/4, 4/5, 7/10, etc.	<input type="checkbox"/>	<input type="checkbox"/>
	· I can add 2 or more integers, less than 1000, using column addition on paper	<input type="checkbox"/>	<input type="checkbox"/>
	· I can subtract 2 integers, less than 1000, using column subtraction on paper	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use different ways to solve word and number problems (my head, my head and jottings, pencil and paper)	<input type="checkbox"/>	<input type="checkbox"/>
	· I can recognise and name 2D and 3D shapes including prism, hemisphere, quadrilateral, semi-circle	<input type="checkbox"/>	<input type="checkbox"/>
	· I can make accurate models of shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that 2 or more shapes can be put together in different ways to make a new shape	<input type="checkbox"/>	<input type="checkbox"/>
	· I can identify the net of a cube	<input type="checkbox"/>	<input type="checkbox"/>
	· I can talk about the properties of shapes	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
3 (CONTD)	· I can recognise line symmetry and when a shape has no lines of symmetry (2D shapes)	<input type="checkbox"/>	<input type="checkbox"/>
	· I can find a position on a grid using 2 co-ordinates	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use the 4 compass directions N, S, E, W	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that a straight line is 2 right angles	<input type="checkbox"/>	<input type="checkbox"/>
	· I can compare angles to a right angle and say whether they are 'greater than' or 'less than'	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that 100cm = 1m, 1000g = 1kg, 1000ml = 1l	<input type="checkbox"/>	<input type="checkbox"/>
	· I can choose which units to use to measure length, mass or capacity to solve a problem	<input type="checkbox"/>	<input type="checkbox"/>
	· I can classify polygons by looking at right angles and symmetry	<input type="checkbox"/>	<input type="checkbox"/>
	· I can recognise a regular polygon	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read measurements from scales accurately	<input type="checkbox"/>	<input type="checkbox"/>
	· I can estimate measurements	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read the time from an analogue or digital clock	<input type="checkbox"/>	<input type="checkbox"/>
	· I can solve a problem by finding out information from a table, list, bar chart or pictogram	<input type="checkbox"/>	<input type="checkbox"/>
	· I can draw bar charts and pictograms using symbols	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
4	· I can x and divide integers by 10 or 100 and can explain the effect	<input type="checkbox"/>	<input type="checkbox"/>
	· I can put positive and negative integers in order	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use decimals for tenths and hundredths	<input type="checkbox"/>	<input type="checkbox"/>
	· I can round a number with 2 decimal places to the nearest integer	<input type="checkbox"/>	<input type="checkbox"/>
	· I can order numbers with up to 3 decimal places	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 6 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 7 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 8 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the 9 times table	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out division facts from the tables I know	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand how fractions are linked to division	<input type="checkbox"/>	<input type="checkbox"/>
	· I can match fractions to decimals	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out a difference mentally with numbers like 8006-2993 when they are quite close	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use column addition for whole number up to 10,000	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use column subtraction for whole numbers up to 10,000	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out a multiplication sum 3 digits by 1 digit using a written method	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out a multiplication 2 digits by 2 digits using a grid	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out a multiplication 2 digits by 2 digits using a written method	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
4 (CONTD)	· I use different ways to solve word problems and choose all four operations (including time problems)	<input type="checkbox"/>	<input type="checkbox"/>
	· I can check my answers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can explain my working out	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use + - x ÷ © on the calculator	<input type="checkbox"/>	<input type="checkbox"/>
	· I can estimate proportions of a whole using simple fractions	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out percentages of a whole	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand what 'multiples' and 'factors' are	<input type="checkbox"/>	<input type="checkbox"/>
	· I can explain what a square number is	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use co-ordinates on a graph	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use column + and - of decimals	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use 8 compass directions	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read calendars and timetables	<input type="checkbox"/>	<input type="checkbox"/>
	· I can see 2D shapes in my head and describe them	<input type="checkbox"/>	<input type="checkbox"/>
	· I can see 3D shapes in my head and describe them	<input type="checkbox"/>	<input type="checkbox"/>
	· I recognise equilateral, isosceles and scalene triangles	<input type="checkbox"/>	<input type="checkbox"/>
	· I can identify simple nets of solid shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I know that one whole turn is 360° or 4 right angles, one 1/4 turn is 90° or one right angle, half a right angle is 45°	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use a protractor to measure angles	<input type="checkbox"/>	<input type="checkbox"/>
	· I can order a set of angles less than 180°	<input type="checkbox"/>	<input type="checkbox"/>
	· I can make 3D models from given information	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
4 (CONTD)	· I can draw common 2D shapes on grids and I can turn them	<input type="checkbox"/>	<input type="checkbox"/>
	· I can draw simple shapes reflected in a mirror line	<input type="checkbox"/>	<input type="checkbox"/>
	· I can choose a range of units and equipment accurately to measure	<input type="checkbox"/>	<input type="checkbox"/>
	· I know how to find the perimeter of simple shapes	<input type="checkbox"/>	<input type="checkbox"/>
	· I can find the area of a shape by counting squares and know this can be recorded as cm ²	<input type="checkbox"/>	<input type="checkbox"/>
	· I recognise parallel and perpendicular lines	<input type="checkbox"/>	<input type="checkbox"/>
	· I can recognise where a shape will be after translation	<input type="checkbox"/>	<input type="checkbox"/>
	· I can collect information and use a frequency table to record it	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand the mode (most common item) and range (difference between greatest and least) to describe sets of data	<input type="checkbox"/>	<input type="checkbox"/>
	· I can construct and read a line graph	<input type="checkbox"/>	<input type="checkbox"/>
	· I can understand Venn and Carroll diagrams	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
5	· I can x and ÷ decimals by 10 and 100 and explain what is happening	<input type="checkbox"/>	<input type="checkbox"/>
	· I can x and ÷ whole numbers by 1000	<input type="checkbox"/>	<input type="checkbox"/>
	· I can reduce a fraction to its simplest form by cancelling common factors	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out fractions of numbers or quantities such as 5/8 of 32	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out simple problems involving ratio and proportion	<input type="checkbox"/>	<input type="checkbox"/>
	· I know division facts for all the times tables to 10 x 10	<input type="checkbox"/>	<input type="checkbox"/>
	· I can x and ÷ decimals using written sums	<input type="checkbox"/>	<input type="checkbox"/>
	· I can x with a 3 digit number by a 2 digit number using a written sum	<input type="checkbox"/>	<input type="checkbox"/>
	· I can estimate what a sensible answer would be	<input type="checkbox"/>	<input type="checkbox"/>
	· I can check my working out, sometimes using a calculator	<input type="checkbox"/>	<input type="checkbox"/>
	· I can order, add and subtract positive and negative numbers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can decide which calculation is best to solve a problem	<input type="checkbox"/>	<input type="checkbox"/>
	· I can explain my thinking	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use brackets to split up a calculation	<input type="checkbox"/>	<input type="checkbox"/>
	· I can read and plot co-ordinates in all 4 quadrants	<input type="checkbox"/>	<input type="checkbox"/>
	· I can make up a formula using symbols to represent unknown numbers	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use the formula (in words) length x breadth to find the area of a rectangle	<input type="checkbox"/>	<input type="checkbox"/>
· I know how to find the perimeter and area of shapes that can be split into rectangles	<input type="checkbox"/>	<input type="checkbox"/>	

LEVEL	SUMMARY	JUDGEMENT	
		P	T
5 _(CONTD)	· I can identify how many axes of symmetry a 2D shape has	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use a protractor to measure and draw acute and obtuse angles	<input type="checkbox"/>	<input type="checkbox"/>
	· I know what the angles of a triangle add up to	<input type="checkbox"/>	<input type="checkbox"/>
	· I know the rough metric equivalents of imperial units still in daily use	<input type="checkbox"/>	<input type="checkbox"/>
	· I can convert from metric to imperial and vice versa	<input type="checkbox"/>	<input type="checkbox"/>
	· I can make a sensible estimate of a range of measures	<input type="checkbox"/>	<input type="checkbox"/>
	· I can represent and interpret data in tables, charts, graphs, pie charts and diagrams, including those on a computer	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use mode, median and mean	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand the language of probability and can use the scale of 0 to 1	<input type="checkbox"/>	<input type="checkbox"/>
	· I can find and explain probabilities	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand that different outcomes may come from repeating an experiment	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
6	· I can order decimals	<input type="checkbox"/>	<input type="checkbox"/>
	· I can solve numerical problems, involving decimals, using trial and improvement methods	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand which number to consider as 100% or a whole	<input type="checkbox"/>	<input type="checkbox"/>
	· I can work out one number as a fraction or percentage of another	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand and can use equivalences between fractions, decimals and percentages	<input type="checkbox"/>	<input type="checkbox"/>
	· I can calculate using ratios	<input type="checkbox"/>	<input type="checkbox"/>
	· I can add/subtract fractions using the common denominator	<input type="checkbox"/>	<input type="checkbox"/>
	· I can find and describe the next term, of n^{th} of a number sequence (where the rule is linear)	<input type="checkbox"/>	<input type="checkbox"/>
	· I can formulate and solve linear equations - with whole number co-efficients	<input type="checkbox"/>	<input type="checkbox"/>
	· I can represent mappings expressed algebraically	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use co-ordinates for graphical representation interpreting general features	<input type="checkbox"/>	<input type="checkbox"/>
	· I can solve quite complex problems by independetly breaking them down into smaller tasks	<input type="checkbox"/>	<input type="checkbox"/>
	· I am able to interpret, discuss and synthesise information presented in a variety of mathematical forms	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use writing and diagrams to explain my work	<input type="checkbox"/>	<input type="checkbox"/>
	· I can give mathematical justifications for my thinking	<input type="checkbox"/>	<input type="checkbox"/>
	· I can recognise and use common 2D representations of 3D objects	<input type="checkbox"/>	<input type="checkbox"/>

LEVEL	SUMMARY	JUDGEMENT	
		P	T
6	· I can classify different types of quadrilaterals using my knowledge of their properties	<input type="checkbox"/>	<input type="checkbox"/>
	· I can solve problems using angles and symmetry properties of polygons	<input type="checkbox"/>	<input type="checkbox"/>
	· I can use and explain angle properties of intersecting and parallel lines	<input type="checkbox"/>	<input type="checkbox"/>
	· I can devise instructions for a computer to generate and transform shapes and paths	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand and can use formulae for circumferences and areas of circles.	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand and can use formulae for areas of plane rectilinear figures	<input type="checkbox"/>	<input type="checkbox"/>
	· I understand and can use formulae for volumes of cuboids	<input type="checkbox"/>	<input type="checkbox"/>
	· I can enlarge shapes by positive whole number scale factors	<input type="checkbox"/>	<input type="checkbox"/>
	· I can collect and record continuous data, choosing appropriate equal class intervals, over a sensible range, to create frequency tables	<input type="checkbox"/>	<input type="checkbox"/>
	· I can construct and interpret frequency diagrams	<input type="checkbox"/>	<input type="checkbox"/>
	· I can construct pie charts	<input type="checkbox"/>	<input type="checkbox"/>
	· I can draw conclusions from scatter diagrams and have a basic understanding of correlation	<input type="checkbox"/>	<input type="checkbox"/>
	· With a combination of 2 experiments, I can identify all the outcomes using diagrams, tables and other forms of communication	<input type="checkbox"/>	<input type="checkbox"/>
	· When solving problems, I understand and use the knowledge that the total probability of all the mutually exclusive outcomes, of an experiment, is 1	<input type="checkbox"/>	<input type="checkbox"/>