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| http://pix.iemoji.com/images/emoji/apple/8.3/256/direct-hit.png  **Maths Progress Tracker**  **Year 6 Targets 2018-2019**  **Number (including Ratio and Proportion & Algebra)** | http://emojipedia.org/wp-content/uploads/2013/07/4-smiling-face-with-smiling-eyes.png  **Seen** | http://pix.iemoji.com/images/emoji/apple/8.3/256/smiling-face-with-open-mouth-and-smiling-eyes.png  **Secure** |
| **Master EYEs (6N6, 6C4, 6C8, 6F10, 6R1, 6R2, 6R3, 6R4, 6M9):**   1. **I can use my knowledge of maths to solve problems by selecting an appropriate method and working systematically and accurately in all areas of maths.** |  |  |
| 1. **I can solve contextual problems and give answers that make sense.** |  |  |
| 1. **I can use and apply my maths skills to help me in other areas of the curriculum.** |  |  |
| 1. I can use my knowledge of place value to read, write and order decimals and numbers up to 10000000. (**6N2, 6N3)** |  |  |
| 1. I can identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000**. (6F9a)** |  |  |
| 1. I can round any whole number to a required degree of accuracy. **(6N4)** |  |  |
| 1. I can identify common factors, common multiples and prime numbers. **(6C5)** |  |  |
| 1. I can perform mental calculations using efficient strategies to simplify the calculation, including mixed operations and large numbers. **(6C6)** |  |  |
| 1. I can multiply a 4-digit number by a 2-digit number using the formal written method of long multiplication. **(6C7a)** |  |  |
| 1. I can divide a 4-digit number by 2-digit whole number and interpret remainders in the context, using: 2. formal written method of long division 3. formal written method of short division **(6C7b,c)** |  |  |
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| 1. I can use simple formulae in words. **(6A2)** |  |  |
| 1. I can find pairs of numbers that satisfy an equation with two unknowns. **(6A4)** |  |  |
| 1. I can express missing number problems algebraically. **(6A1)** |  |  |
| 1. I can solve problems involving similar shapes where the scale factor is known or can be found. **(6R3)** |  |  |
| 1. I can add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions. **(6F4)** |  |  |
| 1. I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination. **(6F2)** |  |  |
| 1. I can multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. ¼ x ½ = ⅛ **(6F5a)** |  |  |
| 1. I can divide proper fractions by whole numbers   e.g. ⅓ ÷ 2 = ⅙ **(6F5b)** |  |  |
| 1. I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **(6F11)** |  |  |
| 1. I can associate a fraction with division and calculate decimal fraction equivalence e.g. ⅜ = 0.375 **(6F6)** |  |  |
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| 21. I can draw 2D shapes when given dimensions and angles. **(6G3a)** |  |  |
| 22. I can find unknown angles in any triangle, quadrilateral or  regular polygons. **(6G4a)** |  |  |
| 23. I can recognise angles and calculate missing angles when:   1. angles meet at a point 2. angles are on a straight line 3. angles are vertically opposite **(6G4b)** |  |  |
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| 24. I can illustrate and name parts of circles including radius, diameter  and circumference and I know the diameter is twice the radius. **(6G5)** |  |  |
| 25. I can describe and plot positions in all 4 quadrants of a  coordinate grid. **(6P3)** |  |  |
| 26. I can translate and reflect simple shapes in all 4 quadrants. **(6P2)** |  |  |
| 27. I can use, read, write and convert (smaller to larger and vice versa)  between standard units using decimal notation of up to three  places for:   1. length 2. mass 3. volume 4. time **(6M5)** |  |  |
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| 28. I can recognise that shapes with the same areas can have  different perimeters. **(6M7a)** |  |  |
| 29. I can calculate the area of parallelograms and triangles. **(6M7b)** |  |  |
| 30. I can recognise when it is possible to use formulae for calculating  area and volume of rectilinear shapes and can use the appropriate  formula. **(6M7c, 6M8b)** |  |  |
| 31. I can interpret and construct pie charts, including the  percentage of 360° that an angle represents. **(6S1)** |  |  |
| 32. I can calculate the mean as an average and know when it is  appropriate to use it. **(6S3)** |  |  |

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| **Key:** | **(6N4), (6P2) etc**. – linked to KS2 test framework |