

# Maths Progress Tracker

## Master EYEs: Exceeding

M1. 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.

M2. I can solve contextual problems and give answers that make sense.

M3. I can use and apply my maths skills to help me in other areas of the curriculum.



### Your Targets

#### Number (including Ratio and Proportion & Algebra)



Emerging



Expected

1. I can use my knowledge of place value to read, write and order decimals and numbers up to 10000000.

2. I can identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000.

3. I can round any whole number to a required degree of accuracy.

4. I can identify common factors, common multiples and prime numbers.

5. I can perform mental calculations using efficient strategies to simplify the calculation, including mixed operations and large numbers.

6. I can multiply a 4-digit number by a 2-digit number using the formal written method of long multiplication.

7. I can divide a 4-digit number by 2-digit whole number and interpret remainders in the context, using:

- a) formal written method of long division
- b) formal written method of short division

8. I can use simple formulae in words.

9. I can find pairs of numbers that satisfy an equation with two unknowns.

10. I can express missing number problems algebraically.

11. I can solve problems involving similar shapes where the scale factor is known or can be found.

12. I can add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions.

13. I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.




14. I can multiply simple pairs of proper fractions, writing the answer in its simplest form e.g.  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

15. I can divide proper fractions by whole numbers  
e.g.  $\frac{1}{3} \div 2 = \frac{1}{6}$

16. I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

17. I can associate a fraction with division and calculate decimal fraction equivalence e.g.  $\frac{3}{8} = 0.375$

# Maths Progress Tracker

 <p><b>Your Targets</b> Geometry, Measures, Statistics</p>	 Emerging	 Expected
18. I can draw 2D shapes when given dimensions and angles.		
19. I can find unknown angles in any triangle, quadrilateral or regular polygons.		
20. I can recognise angles and calculate missing angles when: a) angles meet at a point b) angles are on a straight line c) angles are vertically opposite		
21. I can illustrate and name parts of circles including radius, diameter and circumference and I know the diameter is twice the radius.		
22. I can describe and plot positions in all 4 quadrants of a coordinate grid.		
23. I can translate and reflect simple shapes in all 4 quadrants.		
24. 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: a) length b) mass c) volume d) time		
25. I can recognise that shapes with the same areas can have different perimeters.		
26. I can calculate the area of parallelograms and triangles.		
27. I can recognise when it is possible to use formulae for calculating area and volume of rectilinear shapes and can use the appropriate formula.		
28. I can interpret and construct pie charts, including the percentage of 360° that an angle represents.		
29. I can calculate the mean as an average and know when it is appropriate to use it.		