NATIONAL CURRICULUM MATHS OBJECTIVES
OBJECTIVES and CHILD SPEAK TARGETS

MATHEMATICS Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Number Place Value			
KS 2 Y3	Number Place Value	[KEY] Count from 0 in multiples of 4, 8, 50 and 100. ↳ **GD objective:** Confidently count from 0 in multiples of 4, 8, 50 and 100.	*I can count from 0 in steps of 4, 8, 50 and 100.*	*I can count confidently from 0 in steps of 4, 8, 50 and 100.*
KS 2 Y3	Number Place Value	[KEY] Find 10 or 100 more or less than a given number. ↳ **GD objective:** Find 10 or 100 more or less than a given number in contexts of money and measures.	*I can find 10 or 100 more or less than a given number.*	*I can find 10 or 100 more or less than a given number when working with money or measures.*
KS 2 Y3	Number Place Value	[KEY] Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ↳ **GD objective:** Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and use this to solve mental calculations.	*I know what each digit means in three-digit numbers such as 204.*	*I know what each digit means in three-digit numbers such as 204 and I can use this to solve mental calculations.*
KS 2 Y3	Number Place Value	Compare and order numbers up to 1000. ↳ **GD objective:** Compare and order numbers up to 1000 and apply this to real-life situations.	*I can compare and order numbers up to 1000.*	*I can compare and order numbers up to 1000 and apply this to real-life situations.*
KS 2 Y3	Number Place Value	Identify, represent and estimate numbers using different representations. ↳ **GD objective:** Identify, estimate and calculate numbers using different representations.	*I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).*	*I can identify, estimate and calculate numbers in different units such as length (mm and m) and weight (g and kg).*
KS 2 Y3	Number Place Value	Read and write numbers up to 1000 in numerals and in words. ↳ **GD objective:** Read and write numbers up to 1000 in numerals and including decimal values in words.	*I read and write numbers up to 1000 in numerals and in words.*	*I read and write numbers up to 1000, including decimal values, in numerals and in words.*
KS 2 Y3	Number Place Value	[KEY] Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units. ↳ **GD objective:** Independently solve more complex number and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	*I can solve number problems, working with numbers up to 1000 and in different units of measurement.*	*I can solve more complex number problems, working with numbers up to 1000 and in different units of measurement.*
KS 2 Y3	Addition Subtraction			
KS 2 Y3	Addition	[KEY] Add and subtract numbers mentally, including three-digit number and ones.	*I can add and subtract numbers in my head, including*	*I can rapidly add and subtract numbers in my head,*

	Subtraction	↳ **GD objective:** Rapidly add and subtract numbers mentally, including three-digit number and ones.	*questions such as 432 - 7.*	*including questions such as 762 - 7.*
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and tens. ↳ **GD objective:** Rapidly add and subtract numbers mentally, including three-digit number and tens.	*I can add and subtract numbers in my head, including questions such as 432 - 70.*	*I can add and subtract numbers in my head, including questions such as 402 - 70 rapidly.*
KS 2 Y3	Addition Subtraction	[KEY] Add and subtract numbers mentally, including three-digit number and hundreds. ↳ **GD objective:** Add and subtract numbers mentally, including three-digit number and hundreds in different contexts.	*I can add and subtract numbers in my head, including questions such as 432 - 300.*	*I can add and subtract numbers in my head, including questions such as 732 - 300 in different contexts.*
KS 2 Y3	Addition Subtraction	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ↳ **GD objective:** Independently add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	*I can use written methods to add or subtract two three-digit numbers.*	*I can use written methods to add or subtract two three-digit numbers independently.*
KS 2 Y3	Addition Subtraction	Estimate the answer to a calculation and use inverse operations to check answers. ↳ **GD objective:** Accurately estimate the answer to a calculation and use inverse operations to check answers.	*I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.*	*I can accurately estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.*
KS 2 Y3	Addition Subtraction	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ↳ **GD objective:** Solve more complex problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	*I solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.*	*I solve harder problems such as missing numbers using my knowledge of number facts and methods of addition and subtraction.*
KS 2 Y3	Multiplication Division			
KS 2 Y3	Multiplication Division	[KEY] Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ↳ **GD objective:** Rapidly recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	*I know my 3, 4 and 8 times tables.*	*I can use my 3, 4 and 8 times tables quickly to solve problems.*
KS 2 Y3	Multiplication Division	[KEY] Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ↳ **GD objective:** Solve problems by writing and calculating mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	*I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.*	*I can answer a range of problems involving multiplication and division.*
KS 2 Y3	Multiplication Division	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	*I can solve more complex problems and missing number questions involving multiplication and*	*I can solve more complex problems and missing number questions involving multiplication and division*

		↳ **GD objective:** Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects and begin to identify rules.	*division.*	*and begin to identify rules and patterns.*
KS 2 Y3	Fractions			
KS 2 Y3	Fractions	[KEY] Count up and down in tenths. ↳ **GD objective:** Quickly count up and down in tenths in different contexts.	*I can count up and down in tenths.*	*I can quickly count up and down in tenths in different contexts.*
KS 2 Y3	Fractions	[KEY] Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ↳ **GD objective:** Calculate and solve problems involving tenths.	*I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.*	*I can calculate and solve problems involving tenths.*
KS 2 Y3	Fractions	[KEY] Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ↳ **GD objective:** Recognise, find and write fractions of amounts and use this in different subjects.	*I can find a fraction (such as 2/5 or 3/4) of a set of objects.*	*I can find a fraction (such as 2/7 or 3/8) of amounts and use this in other subjects.*
KS 2 Y3	Fractions	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ↳ **GD objective:** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators and use this to solve problems.	*I know how to find fractions of a number or shape - such as 3/5 ,1/4 or 4/6.*	*I know how to find fractions of a number or shape - such as 3/8, 1/7 or 4/12 and use this to solve problems.*
KS 2 Y3	Fractions	[KEY] Recognise and show, using diagrams, equivalent fractions with small denominators. ↳ **GD objective:** Recognise, compare and show, using diagrams, equivalent fractions with larger denominators.	*I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.*	*I can show and compare many different fractions that mean the same.*
KS 2 Y3	Fractions	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]. ↳ **GD objective:** Add and subtract fractions with the same denominator within one whole [for example, 5/12 + 1/12 = 6/12] and use this practically in different subjects.	*I can add and subtract fractions with the same denominator [for example, 5/7 + 1/7 = 6/7].*	*I can add and subtract fractions with the same denominator [for example, 5/12 + 1/12 = 6/12] and use this in practically in other subjects.*
KS 2 Y3	Fractions	Compare and order unit fractions, and fractions with the same denominators. ↳ **GD objective:** Compare and order unit fractions, and fractions with the same denominators saying which is largest and smallest.	*I can compare and order unit fractions, and fractions with the same denominators.*	*I can compare and order unit fractions, and fractions with the same denominators saying which is largest or smallest.*
KS 2 Y3	Fractions	Solve problems that involve my understanding of fractions. ↳ **GD objective:** Solve more complex problems that involve my understanding of fractions.	*I solve problems that involve finding, ordering or comparing fractions.*	*I solve more difficult problems that involve finding, ordering or comparing fractions.*
KS 2 Y3	Measurement			
KS 2 Y3	Measurement	[KEY] Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume,capacity (l,ml).	*I can measure and compare in these units: lengths*	*I can measure and compare in these units: lengths (m,cm,mm); weight (kg,g) and capacity (l,ml) and use*

			↳ **GD objective:** Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume/capacity (l,ml) and use this to solve practical problems.	*(m,cm,mm), weight (kg,g) and capacity (l,ml).*	*this to solve practical problems.*
KS 2 Y3	Measurement		Measure the perimeter of simple 2-D shapes. ↳ **GD objective:** Measure the perimeter of 2-D shapes including larger or finer measurements.	*I can measure the perimeter of a 2-D shape such as a square or triangle.*	*I can measure the perimeter of larger scale 2-D shapes using the correct units of measurements.*
KS 2 Y3	Measurement		[KEY] Add and subtract amounts of money to give change, using both £ and p in practical contexts. ↳ **GD objective:** Add and subtract larger amounts of money to give change, using both £ and p in practical contexts.	*I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.*	*I can work on more difficult money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.*
KS 2 Y3	Measurement		[KEY] Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ↳ **GD objective:** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks and use this to solve problems.	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.*	*I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks and use this to solve problems.*
KS 2 Y3	Measurement		Estimate and read time with increasing accuracy to the nearest minute. ↳ **GD objective:** Independently estimate and read time with near accuracy to the nearest minute and use this to measure real-life events.	*I can tell the time accurately to the nearest minute.*	*I can tell the time accurately without help to the nearest minute and use this to measure real-life events.*
KS 2 Y3	Measurement		Record and compare time in terms of seconds, minutes and hours. ↳ **GD objective:** Record, compare and order time in terms of seconds, minutes and hours.	*I can measure and record time passing in seconds, minutes and hours.*	*I can record, compare and order time passing in seconds, minutes and hours.*
KS 2 Y3	Measurement		Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. ↳ **GD objective:** Confidently use vocabulary such as o'clock, a.m., p.m., morning, afternoon, noon and midnight in different subjects such as their writing.	*I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.*	*I know and use vocabulary such as o'clock, a.m, p.m., morning, afternoon, noon and midnight in different subjects.*
KS 2 Y3	Measurement		Know the number of seconds in a minute and the number of days in each month, year and leap year. ↳ **GD objective:** Know the number of seconds in a minute and the number of days in each month, year and leap year and can calculate how many days or minutes it is until an event.	*I know the number of seconds in a minute and the number of days in each month, year and leap year.*	*I know the number of seconds in a minute and the number of days in each month, year and leap year and can calculate how many days or how many minutes it is until an event*
KS 2 Y3	Measurement		Compare durations of events [for example to calculate the time taken by particular events or tasks]. ↳ **GD objective:** Confidently compare durations of real-life events [for example in science, to calculate the time taken by particular events or tasks].	*I can calculate how long an event or task took to complete.*	*I can calculate how long real-life events lasted [for example in science] or task took to complete.*
KS 2 Y3	Shape				
KS 2 Y3	Shape		Draw 2-D shapes and make 3-D shapes using modelling materials. ↳ **GD objective:** Draw 2-D shapes and make 3-D shapes using modelling	*I draw 2-D shapes and make 3-D shapes using modelling materials.*	*I draw 2-D shapes and make 3-D shapes using modelling materials by identifying the 2-D shapes*

				materials; identifying the 2-D shapes that make up 3-D shapes.		*needed.*

KS 2 Y3	Shape	Recognise 3-D shapes in different orientations and describe them. ↳ **GD objective:** Recognise the 3-D shapes in different orientations that make up larger objects and describe them using mathematical vocabulary.	*I recognise and can describe 3-D shapes even when they have been turned about in different ways.*	*I recognise 3-D shapes that make up larger objects when they have been turned around and describe them using mathematical language.*
KS 2 Y3	Shape	Recognise angles as a property of shape or a description of a turn. ↳ **GD objective:** Recognise angles as a property of shape or a description of a turn and say whether is it more or less than a quarter or half turn.	*I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.*	*I know an angle is used to measure how far something turns and say whether it is more or less than a quarter or half turn. An angle is also the point in a 2-D shape.*
KS 2 Y3	Shape	[KEY] Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. ↳ **GD objective:** Solve problems by identifying right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	*I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.*	*I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn and can use this to solve problems*
KS 2 Y3	Shape	[KEY] Identify whether angles are greater than or less than a right angle. ↳ **GD objective:** Identify whether angles are greater than or less than a right angle even with small difference; order them from smallest to largest.	*I can tell whether an angle is greater than or less than a right angle.*	*I can tell whether an angle is greater than or less than a right angle, and can order them from smallest to largest.*
KS 2 Y3	Shape	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. ↳ **GD objective:** Identify all of the horizontal and vertical lines and pairs of perpendicular and parallel lines in regular 2-D shapes or in a complex pattern.	*I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.*	*I can find all of the horizontal or vertical and parallel lines in a 2-D regular shape or a complex pattern.*
KS 2 Y3	Statistics			
KS 2 Y3	Statistics	[KEY] Interpret and present data using bar charts, pictograms and tables. ↳ **GD objective:** Interpret and present data using bar charts, pictograms and tables across different subject areas.	*I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.*	*I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables in different subject areas.*
KS 2 Y3	Statistics	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. ↳ **GD objective:** Solve more complex two-step questions using challenging information presented in scaled bar charts and pictograms and tables.	*I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.*	*I can answer more complex two-step problems from reading information in bar charts, pictograms and tables.*

MATHEMATICS Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y4	Number Place Value			
KS 2 Y4	Number Place Value	[KEY] Count in multiples of 6, 7, 9, 25 and 1000. ↳ **GD objective:** Count in multiples of 6, 7, 9, 25 and 1000 and use this knowledge to identify number patterns and rules.	*I can count in multiples of 6, 7, 9, 25 and 1000.*	*I can count in multiples of 6, 7, 9, 25 and 1000 and use this to spot number patterns and rules.*
KS 2 Y4	Number Place Value	Find 1000 more or less than a given number. ↳ **GD objective:** Find 1000 more or less than a given number or unit of measure or across different subjects.	*I can find 1000 more or less than a given number.*	*I can find 1000 more or less than a given number or unit of measure.*
KS 2 Y4	Number Place Value	[KEY] Count backwards through zero to include negative numbers. ↳ **GD objective:** Confidently and quickly count backwards through zero to include negative numbers.	*I can count backwards to negative numbers below zero.*	*I can count backwards quickly to negative numbers below zero.*
KS 2 Y4	Number Place Value	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ↳ **GD objective:** Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) when working with money and different measures.	*I know what each digit means in four-digit numbers such as 2024.*	*I know what each digit means in four-digit numbers when working with money and measures such as 7024g.*
KS 2 Y4	Number Place Value	[KEY] Order and compare numbers beyond 1000. ↳ **GD objective:** Confidently order and compare numbers beyond 1000 when in a variety of contexts.	*I can order and compare numbers above 1000.*	*I can confidently order and compare numbers above 1000 in contexts of money or measures.*
KS 2 Y4	Number Place Value	Identify, represent and estimate numbers using different representations. ↳ **GD objective:** Identify, represent and estimate numbers using different representations and use this in and across a range of subjects	*I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.*	*I can make estimates of a range of things across different subjects - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.*
KS 2 Y4	Number Place Value	[KEY] Round any number to the nearest 10, 100 or 1000. ↳ **GD objective:** Accurately round any number to the nearest 10, 100 or 1000 in context.	*I can round a number to the nearest 10, 100 or 1000.*	*I can round a number to the nearest 10, 100 or 1000 and use this in different problems.*
KS 2 Y4	Number Place Value	Solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers. ↳ **GD objective:** Confidently solve more complex number and practical problems that involve rounding, ordering and exploring negative numbers and with large positive numbers.	*I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.*	*I can solve more complex number and practical problems that involve rounding, ordering and exploring negative numbers and with large positive numbers confidently.*
KS 2 Y4	Number Place Value	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. ↳ **GD objective:** Independently read and use 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.	*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.*	*I can read and use Roman numerals to 100 (I to C) independently and know that over time, the numeral system changed to include the concept of zero and place value.*

KS 2 Y4	Addition Subtraction			
KS 2 Y4	Addition Subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ↳ **GD objective:** Independently add and subtract numbers with up to 4 digits, including decimal notation, using the formal written methods of columnar addition and subtraction where appropriate.	*I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).*	*I can add and subtract numbers with up to 4 digits, including decimal numbers, using written methods (for example, using column addition and subtraction).*
KS 2 Y4	Addition Subtraction	Estimate and use inverse operations to check answers to a calculation. ↳ **GD objective:** Accurately estimate and use inverse operations to check answers to a calculation independently.	*I can estimate an answer and check my answer using inverse operations.*	*I can accurately estimate an answer and independently check my answer using inverse operations.*
KS 2 Y4	Addition Subtraction	[KEY] Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. ↳ **GD objective:** #Solve addition and subtraction two-step problems in contexts involving decimal notation, using the most efficient operations and methods to use and explaining why.	*I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.*	*I can solve addition and subtraction two-step problems involving decimal notation, choosing the most efficient methods.*
KS 2 Y4	Multiplication Division			
KS 2 Y4	Multiplication Division	[KEY] Recall multiplication and division facts for multiplication tables up to 12 × 12. ↳ **GD objective:** Rapidly and accurately recall multiplication and division facts for multiplication tables up to 12 x 12 when exploring problems.	*I know all my times table up to the 12 times tables.*	*I know all my times table up to the 12 times tables and can use them quickly.*
KS 2 Y4	Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1. ↳ **GD objective:** Use place value, known and derived facts to multiply and divide mentally, including: multiplying decimal values by 0 and 1.	*I know what the outcome is when I multiply a number by 1 or by zero.*	*I know what the outcome is when I multiply a decimal value by 1 or by zero.*
KS 2 Y4	Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1. ↳ **GD objective:** Use place value, known and derived facts to multiply and divide mentally, including division of decimal values.	*I know what the outcome is when I divide a number by 1.*	*I can calculate the outcome of a decimal divided by another number.*
KS 2 Y4	Multiplication Division	Use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers. ↳ **GD objective:** Rapidly and accurately use place value, known and derived facts, to multiply and divide mentally, including: multiplying together three numbers.	*I can multiply three numbers together, such as 3 x 6 x 9.*	*I can multiply three numbers together, such as 7 x 6 x 9 quickly and accurately.*
KS 2 Y4	Multiplication Division	Recognise and use factor pairs and commutativity in mental calculations. ↳ **GD objective:** Confidently recognise and describe the use of factor pairs and commutativity in mental calculations.	*I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.*	*I know what factor pairs are I can multiply numbers in any order and use my knowledge to work out questions in my head confidently.*
KS 2 Y4	Multiplication Division	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ↳ **GD objective:** Solve real-life problems involving multiplication of two-digit and three-digit numbers by a one-digit number using formal	*I can multiply a two-digit or a three-digit number by a one-digit number using written methods.*	*I can solve real-life problems by multiplying a two-digit or a three-digit number by a one-digit number using written methods.*

		written layout.		
KS 2 Y4	Multiplication Division	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. ↳ **GD objective:** Solve more complex problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects and begin to suggest rules.	*I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.*	*I can solve more complex maths problems such as - how many different outfits can I make from 3 hats and 4 coats and begin to write a mathematical rule.*
KS 2 Y4	Fractions			
KS 2 Y4	Fractions	[KEY] Recognise and show, using diagrams, families of common equivalent fractions. ↳ **GD objective:** Recognise and show, using diagrams, families of common equivalent fractions and begin to use this in different subjects and contexts.	*I can show in drawings why a number of fractions equal each other (such as 3/5 and 6/10) and are called equivalent fractions.*	*I can show in drawings why a number of fractions equal each other (such as 3/7 and 6/14) and are called equivalent fractions and begin to use this in different subjects and contexts.*
KS 2 Y4	Fractions	[KEY] Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ↳ **GD objective:** Independently count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten and begin to compare this with units of measurement.	*I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.*	*I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten and begin to compare this with units of measurement*
KS 2 Y4	Fractions	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. ↳ **GD objective:** Solve multi-step problems involving increasingly more challenging fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	*I can work out the fractions of numbers such as 4/5 of 25 or 7/10 of 700.*	*I can work out the fractions of numbers such as 4/7 of 28 or 7/12 of 648 to solve part of a multi-step problem*
KS 2 Y4	Fractions	Add and subtract fractions with the same denominator. ↳ **GD objective:** Add and subtract fractions with the same denominator to solve problems in different subjects or across multi-step problems.	*I can add and subtract fractions with the same denominator.*	*I can add and subtract fractions with the same denominator to solve problems in different subjects.*
KS 2 Y4	Fractions	Recognise and write decimal equivalents of any number of tenths or hundredths. ↳ **GD objective:** Recognise, write and order decimal equivalents of any number of tenths or hundredths.	*I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 23/100 = 0.23.*	*I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 43/100 = 0.43 and order them.*
KS 2 Y4	Fractions	Recognise and write decimal equivalents to 1/4, 1/2, 3/4. ↳ **GD objective:** Independently recognise, write and order decimal equivalents to 1/4, 1/2, 3/4 and 2/4.	*I know what the decimal equivalents are for 1/4, 1/2 and 3/4.*	*I know what the decimal equivalents are for 1/4, 1/2, 2/4 and 3/4 and can order them independently.*

KS 2 Y4	Fractions	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. ↳ **GD objective:** Confidently find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	*I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.*	*I can confidently divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.*
KS 2 Y4	Fractions	[KEY] Round decimals with one decimal place to the nearest whole number. ↳ **GD objective:** Round decimals with one decimal place to the nearest whole number to estimate and check the answers to problems.	*I can round decimals with one decimal place to the nearest whole number.*	*I can round decimals with one decimal place to the nearest whole number and use this to estimate and check the answers to problems.*
KS 2 Y4	Fractions	Compare numbers with the same number of decimal places up to two decimal places. ↳ **GD objective:** Compare and order a range of numbers with the same number of decimal places up to two decimal places.	*I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.*	*I can compare and order a string of numbers such as 0.26, 0.31 and 0.56 to say which is bigger or lower.*
KS 2 Y4	Fractions	[KEY] Solve simple measure and money problems involving fractions and decimals to two decimal places. ↳ **GD objective:** Solve more complex measure and money problems involving fractions and decimals to two decimal places.	*I can solve measure and money problems involving fractions and decimals to two decimal places.*	*I can solve more complex measure and money problems involving fractions and decimals to two decimal places.*
KS 2 Y4	Measurement			
KS 2 Y4	Measurement	[KEY] Convert between different units of measure [for example, kilometre to metre; hour to minute]. ↳ **GD objective:** Convert between different units of measure [for example, kilometre to metre; hour to minute] to solve real-life, multi-step problems.	*I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.*	*I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm to solve real-life problems.*
KS 2 Y4	Measurement	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ↳ **GD objective:** Measure and calculate the perimeter of a compound rectilinear figure in centimetres and metres.	*I can measure and calculate the perimeter of a rectangle (including a square).*	*I can measure and calculate the perimeter of compound rectangles.*
KS 2 Y4	Measurement	Find the area of rectilinear shapes by counting squares. ↳ **GD objective:** Find the area of rectilinear shapes by multiplying the length by the width.	*I can find the area of a rectangular shape by counting the number of squares the shape takes up.*	*I can find the area of a rectangular shape by multiplying the length and width together.*
KS 2 Y4	Measurement	Estimate, compare and calculate different measures, including money in pounds and pence. ↳ **GD objective:** Estimate, compare and calculate different measures, including money in pounds and pence and use this to solve real-life problems.	*I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.*	*I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money, and use this to solve real-life problems.*
KS 2 Y4	Measurement	Read, write and convert time between analogue and digital 12- and 24-hour clocks. ↳ **GD objective:** Solve problems involving reading, writing and converting	*I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.*	*I can solve problems involving reading, writing and converting time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.*

		time between analogue and digital 12- and 24-hour clocks.		
KS 2 Y4	Measurement	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. ↳ **GD objective:** Confidently solve real-life problems involving converting to and from hours and minutes; minutes and seconds; years and months; weeks and days.	*I can convert hours to minutes, minutes to seconds, years to months and weeks to days.*	*I can confidently solve problems by converting between hours and minutes, minutes and seconds, years and months, and weeks and days*
KS 2 Y4	Shape			
KS 2 Y4	Shape	[KEY] Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ↳ **GD objective:** Confidently compare and classify geometric shapes, including quadrilaterals and triangles, based on their range of properties and sizes.	*I can group 2-D shapes based on their properties (such as the number of sides) and sizes.*	*I can organise and compare 2-D shapes based on their range of properties (such as the number of sides) and sizes.*
KS 2 Y4	Shape	Identify acute and obtuse angles and compare and order angles up to two right angles by size. ↳ **GD objective:** Independently identify acute and obtuse angles and compare and order angles up to two right angles by size.	*I can find acute and obtuse angles and order a set of given angles by size.*	*I can find acute and obtuse angles and order a large set of given angles by size independently.*
KS 2 Y4	Shape	[KEY] Identify lines of symmetry in 2-D shapes presented in different orientations. ↳ **GD objective:** Independently identify multiple lines of symmetry in 2-D shapes presented in different orientations.	*I can find all the lines of symmetry in 2-D shapes.*	*I can find all the lines of symmetry in 2-D shapes independently.*
KS 2 Y4	Shape	Complete a simple symmetric figure with respect to a specific line of symmetry. ↳ **GD objective:** Complete a more complex symmetric figure with respect to a specific line of symmetry.	*If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.*	*If I have been given one half of a complex symmetrical shape, I can complete the other half based on the position of the line of symmetry.*
KS 2 Y4	Position			
KS 2 Y4	Position	Describe positions on a 2-D grid as coordinates in the first quadrant. ↳ **GD objective:** Describe and plot positions on a 2-D grid as coordinates in the first quadrant.	*I can find the coordinates of a point on a grid.*	*I can find and plot the coordinates of a point on a grid.*
KS 2 Y4	Position	Describe movements between positions as translations of a given unit to the left/right and up/down. ↳ **GD objective:** Accurately describe movements between positions as translations of a given unit to illustrate the movement of a shape to the left/right and up/down.	*I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.*	*I can accurately move (translate) a shape or set of points on a grid by a given set of jumps either up/down or left/right.*
KS 2 Y4	Position	[KEY] Plot specified points and draw sides to complete a given polygon. ↳ **GD objective:** Plot specified points and draw sides to complete a given regular and irregular polygon.	*I can plot points using coordinates and join up the points to create a shape.*	*I can plot points using coordinates and join up the points to create regular and irregular shapes.*
KS 2 Y4	Statistics			
KS 2 Y4	Statistics	Interpret and present discrete and continuous data using appropriate	*I can take continuous and discrete data and create a*	*I can take continuous and discrete data and create a*

		graphical methods, including bar charts and time graphs. ↳ **GD objective:** Interpret and present a range of discrete and continuous data using appropriate graphical methods, including bar charts and time graphs from a range of different subjects.	*bar chart or time graph.*	*bar chart or time graph from a range of different subjects.*
KS 2 Y4	Statistics	[KEY] Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. ↳ **GD objective:** Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs across different subjects and contexts.	*I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.*	*I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs across different subjects.*

MATHEMATICS Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y5	Number Place Value			
KS 2 Y5	Number Place Value	[KEY] Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. ↳ **GD objective:** Independently read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit, including written numbers.	*I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.*	*I can read, write, order and compare numbers to at least 1 000 000 independently and know the value of each digit.*
KS 2 Y5	Number Place Value	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. ↳ **GD objective:** Confidently and quickly count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	*I count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.*	*I confidently and quickly count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.*
KS 2 Y5	Number Place Value	[KEY] Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. ↳ **GD objective:** Independently interpret negative numbers in a variety of contexts, count forwards and backwards with positive and negative whole numbers, including through zero.	*I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.*	*I can use negative numbers in my work independently and can count backwards and forwards to and from negative numbers.*
KS 2 Y5	Number Place Value	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. ↳ **GD objective:** Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and use this to predict and check the answers to calculations	*I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.*	*I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and use this to predict and check the answers to calculations*
KS 2 Y5	Number Place Value	Solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps. ↳ **GD objective:** Solve multi-step number problems and practical problems in a range of contexts that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.	*I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.*	*I can solve number problems and practical problems in a range of contexts, that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.*
KS 2 Y5	Number Place Value	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. ↳ **GD objective:** Confidently read Roman numerals to 1000 (M) and recognise and explain years written in Roman numerals.	*I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.*	*I can confidently read Roman numerals to 1000 (M) and recognise and explain years written in Roman numerals.*
KS 2 Y5	Addition Subtraction			
KS 2 Y5	Addition Subtraction	[KEY] Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). ↳ **GD objective:** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and	*I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.*	*I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction in a range of different contexts*

		subtraction) in a range of contexts.		
KS 2 Y5	Addition Subtraction	[KEY] Add and subtract numbers mentally with increasingly large numbers. ↳ **GD objective:** Rapidly add and subtract numbers mentally with increasingly large numbers.	*I can add and subtract larger numbers in my head.*	*I can rapidly add and subtract larger numbers in my head.*
KS 2 Y5	Addition Subtraction	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. ↳ **GD objective:** #accurately use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	*I round numbers to check the accuracy of my solution.*	*I accurately round numbers to check the accuracy of my solution.*
KS 2 Y5	Addition Subtraction	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ↳ **GD objective:** Independently solve more complex addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	*I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.*	*I can independently solve more complex addition and subtraction multi-step problems, deciding which operations and methods to use and why.*
KS 2 Y5	Multiplication Division			
KS 2 Y5	Multiplication Division	[KEY] Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. ↳ **GD objective:** Solve problems mentally by identifying multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	*I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.*	*I can solve problems mentally by identifying multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.*
KS 2 Y5	Multiplication Division	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. ↳ **GD objective:** Confidently use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers when reasoning about problems and investigations.	*I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.*	*I confidently use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers when reasoning about problems and investigations.*
KS 2 Y5	Multiplication Division	Establish whether a number up to 100 is prime and recall prime numbers up to 19. ↳ **GD objective:** Establish whether a number up to 100 is prime and recall prime numbers up to 19 and use this in maths investigations.	*I know whether a number up to 100 is prime and recall prime numbers up to 19.*	*I know whether a number up to 100 is prime and recall prime numbers up to 19, using this to help with maths investigations.*
KS 2 Y5	Multiplication Division	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. ↳ **GD objective:** Confidently multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers to solve a range of complex problems.	*I can multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.*	*I can confidently multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers to solve a range of problems.*
KS 2 Y5	Multiplication Division	Multiply and divide numbers mentally drawing upon known facts. ↳ **GD objective:** Multiply and divide numbers mentally drawing upon known facts to solve practical problems.	*I multiply and divide numbers mentally drawing upon my times table knowledge and other number facts.*	*I multiply and divide numbers mentally drawing upon my times table knowledge and other number facts to solve practical problems.*
KS 2 Y5	Multiplication	Divide numbers up to 4 digits by a one-digit number using the formal	*I can divide 4 digit numbers by a one-digit number*	*I can divide 4 digit numbers by a one-digit number*

	Division	written method of short division and interpret remainders appropriately for the context. ↳ **GD objective:** Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders as fractions or decimal values.	*using the written method of short division and find the remainder.*	*using the written method of short division and find the remainder; writing it as a fraction or decimal.*
KS 2 Y5	Multiplication Division	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. ↳ **GD objective:** Rapidly and accurately mentally multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	*I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.*	*I can quickly and accurately mentally multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.*
KS 2 Y5	Multiplication Division	Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). ↳ **GD objective:** Use square numbers and cube numbers, and the notation for squared (2) and cubed (3) when solving problems.	*I know what square numbers and cube numbers are, including the notation for squared (2) and cubed (3).*	*I square numbers and cube numbers are, including the notation for squared (2) and cubed (3) to solve problems.*
KS 2 Y5	Multiplication Division	[KEY] Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. ↳ **GD objective:** Independently solve increasingly more complex problems involving efficient methods of multiplication and division including using their knowledge of factors and multiples, squares and cubes.	*I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.*	*I can use efficient methods of multiplication and division to solve problems including using my knowledge of factors and multiples, squares and cubes.*
KS 2 Y5	Multiplication Division	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. ↳ **GD objective:** Independently solve multi-step problems involving efficient methods of addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	*I can solve more difficult problems involving addition, subtraction, multiplication and division and a combination of these.*	*I can use efficient methods of calculation to solve more difficult problems involving addition, subtraction, multiplication and division and a combination of these.*
KS 2 Y5	Multiplication Division	[KEY] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. ↳ **GD objective:** Solve more complex problems involving multiplication and division, including scaling by fractions and problems involving simple rates.	*I can solve problems including scaling by simple fractions and problems involving simple rates.*	*I can solve more complex problems including scaling by fractions and problems involving simple rates.*
KS 2 Y5	Fractions			
KS 2 Y5	Fractions	[KEY] Compare and order fractions whose denominators are all multiples of the same number. ↳ **GD objective:** Compare and order fractions whose denominators are all multiples of the same number and use this across different subjects.	*I can compare and order fractions whose denominators are all multiples of the same number.*	*I can compare and order fractions whose denominators are all multiples of the same number, and can use this in different subject areas.*
KS 2 Y5	Fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. ↳ **GD objective:** Independently identify, name and write a range of equivalent fractions of a given fraction, represented visually, including	*I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).*	*I can name and write a range of equivalent fractions of a given fraction independently, and show these in a drawing (including tenths and hundredths).*

			tenths and hundredths.		
KS 2 Y5	Fractions		Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]. ↳ **GD objective:** Solve more complex problems by recognising mixed numbers and improper fractions and converting from one form to the other and writing mathematical statements greater than 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5].	*I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, 2/5 + 4/5 = 6/5 = 1 1/5].*	*I solve real-life problems involving mixed numbers and improper fractions and I can convert from one to the other [for example, 2/5 + 4/5 = 6/5 = 1 1/5].*
KS 2 Y5	Fractions		Add and subtract fractions with the same denominator and denominators that are multiples of the same number. ↳ **GD objective:** Across a range of contexts, independently add and subtract fractions with the same denominator and denominators that are multiples of the same number.	*I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.*	*In different subjects, I can independently add and subtract fractions with the same denominator and denominators that are multiples of the same number.*
KS 2 Y5	Fractions		Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. ↳ **GD objective:** Multiply proper fractions and mixed numbers by whole numbers without support.	*I use diagrams and some fraction tools to multiply proper fractions (7/10) and mixed numbers (1 7/10) by whole numbers.*	*I can multiply proper fractions (7/10) and mixed numbers (1 7/10) by whole numbers.*
KS 2 Y5	Fractions		[KEY] Read and write decimal numbers as fractions [for example, 0.71 = 71/100]. ↳ **GD objective:** Read and write decimal numbers as fractions [for example, 0.71 = 71/100] and simplify them where possible.	*I can read and write decimal numbers as fractions [for example, 0.71 = 71/100].*	*I can read and write decimal numbers as fractions [for example, 0.71 = 71/100] and simplify them where possible.*
KS 2 Y5	Fractions		Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. ↳ **GD objective:** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents across different subject areas.	*I know what thousandths are and how to use them with tenths, hundredths and decimals.*	*I use thousandths, tenths, hundredths and decimals across different subject areas.*
KS 2 Y5	Fractions		Round decimals with two decimal places to the nearest whole number and to one decimal place. ↳ **GD objective:** Confidently round decimals with two decimal places to the nearest whole number and to one decimal place and use this in different subjects to present information.	*I can round decimals with two decimal places to the nearest whole number and to one decimal place.*	*I can confidently round decimals with two decimal places to the nearest whole number and to one decimal place and use this in different subjects to present information.*
KS 2 Y5	Fractions		[KEY] Read, write, order and compare numbers with up to three decimal places. ↳ **GD objective:** Independently read, write, arrange, order and compare numbers with up to three decimal places.	*I can read, write, order and compare numbers with up to three decimal places.*	*I can read, write, order and compare numbers with up to three decimal places independently.*
KS 2 Y5	Fractions		Solve problems involving number up to three decimal places. ↳ **GD objective:** Solve real-life problems involving number up to three decimal places using efficient methods of calculation.	*I can solve problems involving numbers with up to three decimal places.*	*I can solve real-life problems involving numbers with up to three decimal places using efficient methods of calculation.*
KS 2 Y5	Fractions		Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with	*I know what the per cent symbol is (%) and understand that per cent relates to 'number of parts*	*I can confidently relate percentages with their fraction*

		denominator 100, and as a decimal. ↳ **GD objective:** Confidently relate percentages with their fraction and decimal equivalences.	*per hundred', and write percentages as a fraction with denominator 100, and as a decimal.*	*and decimal equivalences.*
KS 2 Y5	Fractions	[KEY] Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. ↳ **GD objective:** Confidently solve real-life and practical problems which require knowing percentage and decimal equivalents of those fractions with a denominator of a multiple of 10 or 25.	*I work on problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.*	*I work on real-life and practical problems which require knowing percentage and decimal equivalents of those fractions with a denominator of a multiple of 10 or 25.*
KS 2 Y5	Measurement			
KS 2 Y5	Measurement	[KEY] Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). ↳ **GD objective:** Convert between a wider range of metric measure (for example, kilometre and centimetre; metre and millimetre; gram and kilogram; litre and millilitre) and use this to solve real-life problems.	*I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).*	*I can convert between a wider span of metric measure (for example, kilometre and centimetre; metre and millimetre; gram and kilogram; litre and millilitre) and use this to solve real-life problems.*
KS 2 Y5	Measurement	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. ↳ **GD objective:** Solve problems across the curriculum involving equivalences between metric units and common imperial units such as inches, pounds and pints.	*I can change metric units to become imperial units such as inches, pounds and pints.*	*Solve problems in a range of different subjects involving equivalences between metric units and common imperial units such as inches, pounds and pints.*
KS 2 Y5	Measurement	[KEY] Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. ↳ **GD objective:** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres and use this to solve practical problems.	*I can calculate the perimeter of multi-shape shapes in centimetres and metres.*	*I can calculate the perimeter of multi-shape shapes in centimetres and metres and use this to solve practical problems.*
KS 2 Y5	Measurement	[KEY] Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. ↳ **GD objective:** Calculate and compare the area of compound rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.	*I can calculate the area of rectangles in square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.*	*I can calculate the area of compound rectangles in square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.*
KS 2 Y5	Measurement	Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]. ↳ **GD objective:** Accurately estimate and measure the volume or capacity of shapes.	*I can estimate volume [for example, using 1 cm3 blocks to build cuboids] and capacity [for example, using water].*	*I can accurately estimate volume [for example in m3] and capacity [for example in quantities of litres]*
KS 2 Y5	Measurement	Solve problems involving converting between units of time. ↳ **GD objective:** Solve problems involving converting different units of time into one common measurement.	*I can convert between the units of time.*	*I can convert between different the units of time into one common measurement to solve problems.*

KS 2 Y5	Measurement	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. ↳ **GD objective:** Use all four operations efficiently in combination to solve multi-step problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	*I can solve more difficult problems which involve units of measurement, decimal numbers and scales.*	*I can combine several mathematical operations to solve more difficult problems which involve units of measurement, decimal numbers and scales.*
KS 2 Y5	Shape			
KS 2 Y5	Shape	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. ↳ **GD objective:** Identify and create 3-D shapes, including cubes and other cuboids, from 2-D representations.	*I can Identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.*	*I can Identify and create 3-D shapes, including cubes and other cuboids, from 2-D drawings and nets.*
KS 2 Y5	Shape	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. ↳ **GD objective:** Accurately measure, classify, order and compare acute, obtuse and reflex angles.	*I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.*	*I can measure, classify, order and compare acute, obtuse and reflex angles.*
KS 2 Y5	Shape	[KEY] Draw given angles, and measure them in degrees (°). ↳ **GD objective:** Accurately draw given angles, measure them in degrees (°) and use this to construct shapes.	*I can draw a given angle (such as 47°), and then measure them in degrees (°).*	*I can accurately draw a given angle (such as 47°), and then measure them in degrees (°) and use this to construct shapes.*
KS 2 Y5	Shape	Identify angles at a point and one whole turn (total 360°). ↳ **GD objective:** Solve complex problems by identifying angles at a point and one whole turn (total 360°).	*I know one whole turn - or a set of angles all around a point - measure a total of 360°.*	*I can solve more difficult problems by finding angles around a point and in one whole turn.*
KS 2 Y5	Shape	Identify angles at a point on a straight line and a turn (total 180°). ↳ **GD objective:** Identify angles at a point on a straight line and a turn (total 180°) and use this to solve more challenging problems.	*I know that a straight line - or angles that add up to a straight line - measure 180°.*	*I know that a straight line - or angles that add up to a straight line - measure 180° and use this to solve real-life problems.*
KS 2 Y5	Shape	Identify other multiples of 90°. ↳ **GD objective:** Identify other multiples of 90° and use this to solve problems.	*I can identify multiples of 90° (right angles).*	*I can identify multiples of 90° (right angles) and use this to solve problems.*
KS 2 Y5	Shape	Use the properties of rectangles to deduce related facts and find missing lengths and angles. ↳ **GD objective:** Use the properties of rectangles to deduce related facts and find missing lengths and angles in compound shapes.	*I can find the missing lengths and angles of a rectangle.*	*I can find the missing lengths and angles of compound rectangles.*
KS 2 Y5	Shape	[KEY] Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ↳ **GD objective:** Independently distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	*I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.*	*I can identify and compare regular shapes and irregular shapes independently.*
KS 2 Y5	Position			
KS 2 Y5	Position	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	*I can reflect or translate a shape on a grid.*	*I can reflect or translate complex shapes on a grid.*

		↳ **GD objective:** Identify, describe and represent the position of a complex shapes following a reflection or translation, using the appropriate language, and know that the shape has not changed.		
KS 2 Y5	Statistics			
KS 2 Y5	Statistics	Solve comparison, sum and difference problems using information presented in a line graph. ↳ **GD objective:** Solve comparison, sum and difference problems using information presented in a line graph across different subjects.	*I can solve problems using a line graph to find the answers.*	*I can solve problems using a line graph to find the answers across different subjects.*
KS 2 Y5	Statistics	[KEY] Complete, read and interpret information in tables, including timetables. ↳ **GD objective:** Complete, read and interpret information in tables, including timetables to solve problems.	*I can find the information I need from a timetable or large table of data.*	*I can find the information I need from a timetable or large table of data to solve problems.*

MATHEMATICS Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y6	Number Place Value			
KS 2 Y6	Number Place Value	[EXS] [KEY] Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. ↳ **GD objective:** Confidently read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	*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.*
KS 2 Y6	Number Place Value	Round any whole number to a required degree of accuracy. ↳ **GD objective:** Round any whole number to a required degree of accuracy using a range of different measures and contexts.	*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.*
KS 2 Y6	Number Place Value	Use negative numbers in context, and calculate intervals across zero. ↳ **GD objective:** Use negative numbers in context, and calculate intervals across zero to solve real-life problems.	*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.*
KS 2 Y6	Number Place Value	[EXS] [KEY] Solve number and practical problems that involve large numbers, rounding and negative numbers. ↳ **GD objective:** Independently solve more complex number and practical problems that involve large numbers, rounding and negative numbers.	*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.*
KS 2 Y6	Multiplication Division			
KS 2 Y6	Multiplication Division	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. ↳ **GD objective:** Efficiently multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication in a range of contexts and problems.	*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.*
KS 2 Y6	Multiplication Division	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. ↳ **GD objective:** Efficiently divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.	*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.*
KS 2 Y6	Multiplication Division	[EXS] [KEY] Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. ↳ **GD objective:** Efficiently divide numbers up to 4 digits by a two-digit number using the formal written method of short division where	*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.*

		appropriate, interpreting and explaining remainders according to the context.		
KS 2 Y6	Multiplication Division	[EXS] [KEY] Perform mental calculations, including with mixed operations and large numbers. ↳ **GD objective:** Rapidly and accurately perform mental calculations, including with mixed operations and large numbers.	*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.*
KS 2 Y6	Multiplication Division	Identify common factors, common multiples and prime numbers. ↳ **GD objective:** Identify all of the common factors, common multiples and prime numbers in a given range.	*I identify common factors, common multiples and prime numbers.*	*I identify all of the common factors, common multiples and prime numbers.*
KS 2 Y6	Multiplication Division	[EXS] [KEY] Use their knowledge of the order of operations to carry out calculations involving the four operations. ↳ **GD objective:** Use their knowledge of the order of operations to carry out calculations involving the four operations in different contexts and explaining why the order is important.	*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.*
KS 2 Y6	Multiplication Division	[EXS] [KEY] Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ↳ **GD objective:** Solve addition and subtraction multi-step problems in a range of contexts and across subjects, using the most efficient operations and methods to use and why.	*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.*
KS 2 Y6	Multiplication Division	[EXS] [KEY] Solve problems involving addition, subtraction, multiplication and division. ↳ **GD objective:** Solve problems across a range of contexts and subjects involving addition, subtraction, multiplication and division.	*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.*
KS 2 Y6	Multiplication Division	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. ↳ **GD objective:** Use accurate estimation steps prior and after calculations to check answers and determine, in the context of a problem, an appropriate degree of accuracy.	*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.*
KS 2 Y6	Fractions			
KS 2 Y6	Fractions	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. ↳ **GD objective:** Use common factors to simplify fractions accurately; use common multiples to express fractions in the same denomination to solve problems.	*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.*
KS 2 Y6	Fractions	Compare and order fractions, including fractions greater than 1. ↳ **GD objective:** Compare and order a range of fractions, including fractions greater than 1 in a mixture of contexts and measurements.	*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.*
KS 2 Y6	Fractions	[EXS] [KEY] Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	*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*

			↳ **GD objective:** Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions to solve multi-step problems.		*problems.*
KS 2 Y6	Fractions	[EXS] [KEY] Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8]. ↳ **GD objective:** Multiply pairs of proper fractions, writing the answer in its simplest form [for example, 1/6 x 1/3 = 1/18] to solve real-life problems.	*I can multiply fractions such as 1/4 x 1/2 = 1/8.*	*I can multiply fractions such as 1/6 x 1/3 = 1/18 to solve real-life problems.*
KS 2 Y6	Fractions	[EXS] [KEY] Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]. ↳ **GD objective:** Solve problems by dividing proper fractions by whole numbers [for example, 1/3 ÷ 4 = 1/12] in a variety of contexts.	*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.*
KS 2 Y6	Fractions	[EXS] [KEY] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]. ↳ **GD objective:** Confidently associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8], using knowledge across subjects.	*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.*
KS 2 Y6	Fractions	Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. ↳ **GD objective:** Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places to solve multiple-step problems and convert measurements	*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.*
KS 2 Y6	Fractions	[EXS] [KEY] Multiply one-digit numbers with up to two decimal places by whole numbers. ↳ **GD objective:** Multiply one-digit numbers with up to two decimal places by whole numbers in a range of contexts.	*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.*
KS 2 Y6	Fractions	[EXS] [KEY] Use written division methods in cases where the answer has up to two decimal places. ↳ **GD objective:** Confidently choose and use written division methods in cases where the answer has up to two decimal places.	*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.*
KS 2 Y6	Fractions	[EXS] [KEY] Solve problems which require answers to be rounded to specified degrees of accuracy. ↳ **GD objective:** Solve complex problems which require answers to be rounded to specified degrees of accuracy.	*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.*
KS 2 Y6	Fractions	[EXS] [KEY] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. ↳ **GD objective:** Rapidly recall and use equivalences between simple	*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.*

		fractions, decimals and percentages, including in different contexts.		
KS 2 Y6	Ratio			
KS 2 Y6	Ratio	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. ↳ **GD objective:** Solve complex problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.	*I can solve problems about relative sizes (ratio).*	*I can solve complex problems about relative sizes (ratio).*
KS 2 Y6	Ratio	[EXS] [KEY] Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. ↳ **GD objective:** Solve real-life problems involving the calculation of percentages [for example, of measures, and such as 17% of 360] and the use of percentages for comparison.	*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.*
KS 2 Y6	Ratio	Solve problems involving similar shapes where the scale factor is known or can be found. ↳ **GD objective:** Solve extended problems involving similar shapes where the scale factor is known or can be found.	*I can solve similar shape problems.*	*I can find and use the ratio to solve similar shape problems.*
KS 2 Y6	Ratio	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. ↳ **GD objective:** Solve complex problems involving unequal sharing and grouping using knowledge of fractions and multiples.	*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?'.*
KS 2 Y6	Algebra			
KS 2 Y6	Algebra	[EXS] [KEY] Use simple formulae. ↳ **GD objective:** Confidently use formulae to solve problems.	*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.*
KS 2 Y6	Algebra	Generate and describe linear number sequences. ↳ **GD objective:** Generate and describe with an algebraic formula, linear number sequences.	*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.*
KS 2 Y6	Algebra	Express missing number problems algebraically. ↳ **GD objective:** Express missing number problems algebraically with two or more unknowns.	*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.*
KS 2 Y6	Algebra	[EXS] [KEY] Find pairs of numbers that satisfy an equation with two unknowns. ↳ **GD objective:** Find all the pairs of numbers that satisfy an equation with two unknowns.	*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.*
KS 2 Y6	Algebra	Enumerate possibilities of combinations of two variables. ↳ **GD objective:** Enumerate all possibilities of combinations of two variables.	*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.*

KS 2 Y6	Measurement			
KS 2 Y6	Measurement	[EXS] [KEY] Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. ↳ **GD objective:** Solve more complex problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.	*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.*
KS 2 Y6	Measurement	[EXS] [KEY] Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. ↳ **GD objective:** Confidently use, read, write and convert between standard units in real-life contexts, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.	*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).*
KS 2 Y6	Measurement	Convert between miles and kilometres. ↳ **GD objective:** Convert between miles and kilometres and use this across different subjects.	*I can convert between miles and kilometres.*	*I can convert between miles and kilometres and use this in different subjects.*
KS 2 Y6	Measurement	Recognise that shapes with the same areas can have different perimeters and vice versa. ↳ **GD objective:** Recognise that shapes with the same areas can have different perimeters and vice versa, identifying possible patterns and rules.	*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.*
KS 2 Y6	Measurement	Recognise when it is possible to use formulae for area and volume of shapes. ↳ **GD objective:** Recognise when it is possible to use formulae for area and volume of shapes to solve puzzles.	*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.*
KS 2 Y6	Measurement	Calculate the area of parallelograms and triangles. ↳ **GD objective:** Calculate the area of parallelograms and triangles and use this to solve problems.	*I can calculate the area of parallelograms and triangles.*	*I can calculate the area of parallelograms and triangles and use this to solve problems.*
KS 2 Y6	Measurement	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. ↳ **GD objective:** Solve real-life and multi-step problems by calculating, estimating and comparing volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	*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.*
KS 2 Y6	Shape			
KS 2 Y6	Shape	Draw 2-D shapes using given dimensions and angles.	*I accurately draw 2-D shapes using given dimensions*	*I accurately draw 2-D shapes to different scales using*

		↳ **GD objective:** Draw 2-D shapes to different scales using given dimensions and angles.	*and angles.*	*given dimensions and angles.*
KS 2 Y6	Shape	Recognise, describe and build simple 3-D shapes, including making nets. ↳ **GD objective:** Recognise, describe and build simple 3-D shapes, including making and identifying nets of compound shapes.	*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.*
KS 2 Y6	Shape	[EXS] [KEY] Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. ↳ **GD objective:** Accurately compare and classify geometric shapes based on a range of their properties and sizes and independently calculate unknown angles in any triangles, quadrilaterals, and irregular polygons.	*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.*
KS 2 Y6	Shape	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. ↳ **GD objective:** Solve practical and in-depth problems involving the radius, diameter and circumference of circles.	*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.*
KS 2 Y6	Shape	[EXS] [KEY] Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. ↳ **GD objective:** Recognise 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 extended and real-life problems.	*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*
KS 2 Y6	Position			
KS 2 Y6	Position	Describe positions on the full coordinate grid (all four quadrants). ↳ **GD objective:** Independently describe positions on the full coordinate grid (all four quadrants).	*I can use the four quadrants in a coordinate grid.*	*I can use the four quadrants in a coordinate grid independently.*
KS 2 Y6	Position	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. ↳ **GD objective:** Draw and translate more complex shapes on the coordinate plane, and reflect them in the axes.	*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.*
KS 2 Y6	Statistics			
KS 2 Y6	Statistics	Interpret and construct pie charts and line graphs and use these to solve problems. ↳ **GD objective:** Independently interpret and construct pie charts and line graphs across a range of subject areas and use these to solve problems.	*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.*
KS 2 Y6	Statistics	Calculate and interpret the mean as an average. ↳ **GD objective:** Calculate and interpret the mean, median and mode as averages.	*I can calculate the mean as an average.*	*I can calculate the mean, median and mode as averages.*