

Gresham Primary School Maths Targets
Year Five Targets

Name: _____

Autumn Term = **YELLOW**
Spring Term = **GREEN**
Summer Term = **BLUE**

NUMBER & PLACE VALUE	CH	TE	MO
- I can count forwards and backwards using negative numbers, including below 0.			
- I can count forwards and backwards in powers of 10 for any given number up to 1,000,000.			
- I can read, write and order numbers up to 1,000,000 and recognise how much each digit is 'worth'.			
- I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 & 100,000.			
- I can solve number problems and practical problems involving place value.			
- I can read Roman numerals to 1,000 (I to M).			
<i>- I can think deeply (reason) about number facts to solve more complex problems.</i>			
FRACTIONS			
- I can compare and order fractions with the same denominator.			
- I can identify, write and name equivalent fractions of a given fraction.			
- I can recognise and convert mixed numbers and improper fractions.			
- I can convert decimal numbers to fractions.			
- I can recognise the percent symbol (%) & write percentages as a fraction and as a decimal.			
- I can round numbers with two decimal places (2dp).			
- I can read, write and compare numbers with up to three decimal places (3dp).			
- I can add and subtract fractions with the same denominator & denominators that are multiples of the same number.			
<i>- I can think deeply (reason) about and solve complex problems involving a range of fractions.</i>			
ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION			
- I can add and subtract numbers mentally with increasingly large numbers.			
- I can use formal written methods to add and subtract whole numbers with 4 digits or more.			
- I can use all four operations to solve different multi-step problems.			
- I know all of my times tables facts.			
- I can identify multiples & factors and find all factor pairs of a number and common factors of two numbers.			
- I know what a prime number is, I can recognise prime numbers up to 19 and I can work out if a number is prime or not.			
- I can multiply and divide numbers by 10, 100 and 1,000.			
- I can use formal written methods to divide and multiply whole numbers with 4 digits or more.			

- I can use all four operations to solve tricky problems.			
- I can solve problems which refer to squared and cubed numbers.			
MEASUREMENT			
- I can convert between different units of metric measurement (e.g. kilometre & metre; centimetre & metre; centimetre & millimetre; gram & kilogram; litre & millilitre)			
- I can recognise and compare different imperial and metrics units of measurement.			
- I can measure and calculate perimeter and area of different shapes.			
- I can use all four operations to solve problems involving measurement.			
- I can solve problems involving units of time.			
- I can demonstrate skill in converting between different units of measure to solve problems, using all four operations.			
- I can think deeply (reason) about problems involving area and volume.			
GEOMETRY			
- I can recognise 3D shapes from their nets.			
- I know angles are measured in degrees and I can estimate & compare acute, obtuse & reflex angles.			
- I can measure and draw angles using a protractor.			
- I can use my knowledge about types of shape to identify whether they are regular or irregular.			
- I can use my knowledge about properties of quadrilaterals to calculate different & missing lengths and angles.			
- I can translate and reflect shapes, and know they have changed position, but not size.			
- I can think deeply (reason) to help me solve tricky problems involving angles.			
- I can solve more tricky problems involving reflection and translation of shapes.			
STATISTICS			
- I can solve a range of different problems and answer/ask questions using information in a line graph.			
- I can complete, read & interpret information in tables.			
- I can determine which way of presenting information is the most effective.			

Normal font = working at ARE.

Bold font = working above ARE/towards mastery standard.