Year 5 Maths Targets – Pupil Asset order

	Foundational and Conceptual Achievement Statements	I am working towards ARE	I am at ARE	I am working at greater depth
5F1	**I can read, write, order, compare and round numbers to at least 1,000,000 and determine the value of each digit**			
5F2	**I can round numbers to at least 1,000,000 and determine the value of each digit**			
5F3	**I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000**			
5F4	**I can interpret negative numbers in context , and count forwards and backwards with positive and negative whole numbers through zero**			
5F5	I can read Roman numerals to 1000(M) and years written in Roman numerals			
5C1	I can estimate the answer to, and solve, number and practical problems that involve numbers up to 1,000,000			
5C2	**I can solve single and multi-step practical problems involving a combination of addition, subtraction, multiplication and division calculations, including understanding the meaning of the equals sign**			
5C3	**I can explain my choice of calculation when solving single and multi-step problems**			
5C4	I can use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy			
5C5	I can explain what the vocabulary of prime numbers mean including prime number, prime factor and composite (non-prime) number			
5C6	I can establish whether a number up to 100 is prime and recall the numbers up to 19			
5F6	**I can add and subtract whole numbers with more than 4 digits using efficient written method (columnar addition and subtraction)**			
5F7	I can add and subtract numbers mentally with increasingly large numbers			

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5F8	**I can multiply numbers up to 4-digits by a 1 or 2-digit number using an efficient written method, including long multiplication for 2-digit number**			
5F9	**I can divide numbers up to 4-digits by a 1-digit number using the efficient written method of short division and interpret remainders appropriately for the context**			
5F10	**I can multiply and divide numbers mentally drawing upon known facts including multiplying and dividing by 10, 100 and 1000**			
5F11	**I can identify different factor pairs for a given number**			
5C7	**I can recognise and use square numbers and square roots, and the notation for squared (^{2}) and cubed (^{3})**			
5F12	I can compare and order fractions whose denominators are all multiples of the same number			
5F13	I can convert mixed numbers and improper fractions from one form to the other			
5F14	**I can recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents**			
5F15	I can read and write decimal numbers as fractions e.g. 0.71 = 71/100			
5F16	**I can read, write, order compare and round numbers with up to three decimal places**			
5C8	I can solve problems involving multiplication and division including scaling by simple fraction and problems involving simple rates			
5C9	I can name and write equivalent fractions of a given fraction, including tenths and hundredths			
5C10	**I can add and subtract fraction with the same denominator and relate fraction including writing mathematical statements that exceed 1 as a mixed number: (e.g. 2/5 + 4/5 = 6/5 = 11/5)**			
5C11	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams			

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5C12	**I can round decimals with two decimal places to the nearest whole number or to the first decimal place**			
5C15	**I can solve problems which require knowing percentage and decimal equivalents of ½ , ¼ 1/5, 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25**			
5C13	**I can solve problems involving numbers up to three decimal places**			
5F17	**I can write simple fractions and decimals as percentages (e.g. ½ = 0.5 = 50% = 50/100)**			
5C14	**I can explain what the percent symbol means and relate my understanding to parts of a whole number or a whole quantity**			
5C26	I can use symbols and letters to represent variables and missing numbers in mathematical situations involving arithmetical rules (e.g a+b = b+a)			
5C27	I can use symbols and letters to represent variables and missing numbers in mathematical situations involving number puzzles			
5C28	I can use symbols and letters to represent variables and missing numbers in mathematical situations involving missing numbers, lengths, coordinates and angles			
5F21	I can identify 3-D shapes, including cubes and cuboids, from 2-D representations			
5C20	I can draw shapes from given dimensions and angles			
5C21	I can use the properties of rectangles to deduce related facts and find missing lengths and angles			
5C22	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles			
5C23	I can prove that shapes with the same areas can have different perimeters and vice versa			
5F22	I can identify, describe and represent the position of a shape following the reflection or translation using the appropriate vocabulary, and I know that the shape has not changed			

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5F23	**I can calculate angles where there are two or more angles on a straight line in degrees and say if the angle is acute, reflex, obtuse, right angle or multiples of 90 degrees**			
5F24	I can estimate a given angle in degrees (0) and say if the angle is an acute, reflex, obtuse, right angle or multiples of 90°			
5F18	**I can measure and calculate the perimeter of composite rectangular shapes in centimetres and metres**			
5F19	I can calculate and compare the area of squares, rectangles and composite shapes using standard units, including centimetre squared (cm2) and metre squared (m2) and estimate the area of irregular shapes			
5F20	**I can convert between different units of metric measures e.g. kilometre to metre, metre to centimetre, litre to millilitre**			
5C16	I can say what the equivalences are between common metric and imperial units and estimate equivalences of a given measure			
5C17	I can measure force in Newtons			
5C18	I can estimate and calculate the volume of cuboids and the capacity of liquids			
5C19	I can solve problems converting between the units of time			
5C24	**I can complete, read and interpret information in tables, including timetables**			
5C25	I can solve comparison, sum and difference problems using information presented in line graphs			