

The new “End of Year” curriculum objectives are highlighted in yellow. Up to three ‘stepping stones’ have been provided for each Year Group objective. These are suggested skills that children should have learnt before moving on to the new end of year objective. In many cases these have been taken from APP documents or the previous Year Group’s program of study from the 2014 curriculum. These ‘stepping stones’ are for advice only and are by no means definitive or the only route into an objective.

Year 6		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying	Problem solving	<ul style="list-style-type: none"> I can solve addition and subtraction multi-step problems in context, with increasingly large numbers, deciding which operations to use and why. I can constantly check the reasonableness of my answers in all calculations. I can round and estimate as a means of predicting and checking the order of magnitude of my answers to a decimal calculation. I can solve multi-step word problems and investigations involving all 4 operations from a large range of contexts. I can express missing number problems algebraically. I can find pairs of numbers that satisfy an equation with two unknowns. I can solve a variety of number problems using formulae and algebraic equations. (Ext) I can solve real life and financial problems e.g. comparing holiday packages or working out household bills. 			<p>I can solve number and practical problems involving a range of ideas. ALSO REFER TO EXPECTATIONS FROM NCETM WHEN MAKING JUDGEMENTS.</p>
Number	Number system	<p>I can read, write, order and compare numbers up to 10,000 and determine the value of each digit (4c)</p> <p>I can round 3 and 4 digit numbers to the nearest 10 and 100 (3b)</p> <p>I can recognise negative numbers and continue negative number sequences and find missing numbers (3a)</p>	<p>I can read, write, order and compare numbers up to 100,000 and determine the value of each digit (4b)</p> <p>I can round 5 digit numbers to the nearest 10, 100 and 1000 (4b)</p> <p>I can put negative numbers onto a number line.</p>	<p>I can read, write, order and compare numbers up to 1,000,000 and determine the value of each digit (4a) (Y5)</p> <p>I can round any number up to 1,000,000 to the nearest 10, 100, 1000 and 10,000 (4a) (Y5)</p> <p>I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through 0 (Yr 5)</p>	<p>I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit (5a)</p> <p>I can round any whole number to a required degree of accuracy.</p> <p>I can use negative numbers in context, and calculate intervals across 0.</p> <p>I can solve number and practical problems that involve all of the above.</p>

	Fractions and decimals	<p>I can compare and order fractions whose denominators and multiplies of the same number using resources.</p> <p>I can add and subtract fractions with the same denominator (Yr4)</p> <p>I can multiply proper fractions by a whole number using materials and diagrams.</p>	<p>I know and can use the terms multiple and factor.</p> <p>I can compare and order fractions whose denominators and multiplies of the same number (Yr 5)</p> <p>I can add and subtract fractions with the same denominator and multiplies of the same number (Yr 5)</p> <p>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Yr 5)</p> <p>I can read and write decimal numbers as fractions and vice versa E.g. $73/100 = 0.73$ (Yr 5)</p> <p>I can recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ and $\frac{3}{4}$ (Yr 4)</p>	<p>I can identify common factors of pairs of numbers.</p> <p>I can compare and order fractions, including fractions >1 using resources.</p> <p>I recognise and understand mixed numbers.</p> <p>I can multiply simple pairs of proper fractions.</p> <p>I can divide proper fractions by whole numbers using diagrams.</p> <p>I can partition decimal numbers up to 3 decimal places and state the value of each digit.</p> <p>I can solve problems which require the knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.</p>	<p>I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>I can compare and order fractions, including fractions >1</p> <p>I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>I can divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <p>I can identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</p>
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					I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Calculating	Addition and Subtraction	<p>I can solve simple addition and subtraction problems (2c)</p>	<p>I can add and subtract multiples of 10 and 100 to three and four digit numbers mentally.</p> <p>I can use brackets in simple calculations (4a)</p> <p>I can solve more complex one step problems in context deciding which operations to use and why (3c)</p> <p>I can check whether my answer is likely.</p>	<p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>I can use brackets and inverses effectively e.g. $(24+P) \times 6 = 150$</p> <p>I can solve addition and subtraction two-step problems in context deciding which operations and methods to use and why(3b)</p> <p>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (Yr 5)</p>	<p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can use my knowledge of the order of operations to carry out calculations involving the 4 operations.</p> <p>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
	Multiplication and Division	<p>I can recall all times tables up to 12 x 12.</p> <p>I can recall all division facts related to times tables up to 12 x12</p> <p>Recall and use multiplication and division facts up to 12 x 12 (Yr 4)</p>	<p>I can multiply larger numbers (<10,000) by single-digit numbers using short multiplication.</p> <p>I can divide a two and three digit number by a single digit with whole number answers and remainders.</p>	<p>I can multiply decimals by a single-digit number using short multiplication.</p> <p>I can divide a three digit number by a two- digit number using short and long division.</p> <p>I can express a quotient as a fraction, decimal, or rounded</p>	<p>I can multiply multi-digit numbers up to 4 digits by a two digit whole number using the formal written method of long multiplication.</p> <p>I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of</p>

		<p>I can divide a two digit number by a single digit with whole number answers and remainders.</p> <p>I can use knowledge of times tables and place value to multiply U.t by U e.g. $0.6 \times 4 = 2.4$</p>	<p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 1 and 0; dividing by 1; multiplying together three numbers. (Yr 4)</p> <p>I know multiples, factors, square numbers prime numbers (4b)</p> <p>I can use brackets in simple calculations (4a)</p> <p>I can use knowledge of times tables and place value to multiply TU.t by U e.g. $0.06 \times 4 = 0.24$</p> <p>I can check whether my answer is likely.</p>	<p>according to context.</p> <p>I can multiply and divide numbers mentally drawing on known facts. (Yr5)</p> <p>I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. (Yr 5)</p> <p>I can use brackets and inverses effectively e.g. $(24+P) \times 6 = 150$ (5c)</p> <p>Multiply one-digit numbers with one decimal place by whole numbers.</p> <p>I divide HTU by U where the remainder is recorded as a fraction.</p> <p>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (Yr 5)</p>	<p>long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>I can 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.</p> <p>I can perform mental calculations, including with mixed operations and large numbers.</p> <p>I can identify common factors, common multiples and prime numbers.</p> <p>I can use my knowledge of the order of operations to carry out calculations involving the 4 operations.</p> <p>I can multiply one-digit numbers with up to 2 decimal places by whole numbers.</p> <p>I can use written division methods in cases where the answer has up to 2 decimal places.</p> <p>I can solve problems which require answers to be rounded to specified</p>
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					<p>degrees of accuracy.</p> <p>I can solve problems involving multiplication and division.</p> <p>I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>
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Year 6		Step 1	Step 2	Step 3	End of Year Expectations
Geometry	Properties		<p>I can name a circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cylinder, sphere, cuboid, cone, pyramid (Yr 3)</p> <p>I can make 3d shapes using modelling materials; recognise 3d shapes in different orientations and describe them.</p> <p>I can identify acute and obtuse angles and compare and order angles up to two right angles by size. (Yr 4)</p>	<p>I can draw 2d shapes (Yr 3)</p> <p>I can recognise nets of 3-D shapes.</p> <p>I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (Yr 4)</p> <p>I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (and right angles) (Yr 5)</p>	<p>I can draw 2-D shapes using given dimensions and angles.</p> <p>I can recognise, describe and build simple 3-D shapes, including making nets.</p> <p>I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>
	Position and direction		<p>I can describe movements between positions as translations of a given unit to the left/right and up/down (Yr 4)</p>	<p>I can describe positions on a 2D grid as coordinates in the first quadrant (Yr 4).</p> <p>I can identify, describe and represent the position of a shape following a reflection or a translation, using the appropriate language, and know that the shape has not changed (Yr 5).</p>	<p>I can describe positions on the full coordinate grid (all 4 quadrants).</p> <p>I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>

<p>Measurement</p>	<p>I can convert between units of length and capacity (ml, l) using my understanding of place value and \times / \div by 10, 100, 1000</p> <p>I can find the length of a rectangle given the perimeter and width (5c)</p> <p>I can use the formula $L \times B$ to find the area of square/rectangle (5c)</p> <p>I can use my understanding of finding areas of rectangles to find the areas of right-angled triangles.</p>	<p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Y4)</p> <p>I can convert between units of length, capacity and time (seconds, minutes, hours, days)</p> <p>I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (5a)</p> <p>I can find the area of rectilinear shapes by counting squares (5a)</p> <p>I can compare and order different volumes.</p>	<p>I can solve problems involving converting between units of time (Y5)</p> <p>I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml) using my understanding of place value and \times / \div by 10, 100, 1000.</p> <p>I can understand and use equivalences between metric units and common imperial units such as inches, pounds and pints (5b)</p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in cm and m</p> <p>I can calculate and compare the area of squares and rectangles including using standard units cm^2 and m^2 and estimate the area of irregular shapes.</p> <p>I can estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)</p>	<p>I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.</p> <p>I can 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 3 decimal places.</p> <p>I can convert between miles and kilometres.</p> <p>I can recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>I can recognise when it is possible to use formulae for area and volume of shapes.</p> <p>I can calculate the area of parallelograms and triangles.</p> <p>I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to</p>
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				other units [for example, mm³ and km³]
Statistics	<p>I can collect discrete data (4b)</p> <p>I can draw a line graph (4a)</p>	<p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs (4a) (Y4)</p>	<p>I can complete, read and interpret information in tables, including time tables (4c)</p>	<p>I can interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>I can calculate and interpret the mean as an average.</p>
Algebra		<p>I can use inverses in number problems (e.g. I think of a number, double it and add five, the answer is 35. What is the original number?) (3b)</p>	<p>I can use symbols and letters to represent an unknown number.</p> <p>I can use my knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>I can recognise negative numbers and continue positive negative number sequences and find missing numbers (3a)</p>	<p>I can use simple formulae (5b)</p> <p>I can express missing number problems algebraically.</p> <p>I can find pairs of numbers that satisfy an equation with 2 unknowns (5b)</p> <p>I can enumerate possibilities of combinations of 2 variables.</p> <p>I can generate and describe linear number sequences.</p>
Ratio and Proportion	<p>I can find simple percentages of quantities (e.g. 10%, 25%, 50% and 75%) of quantities (4b)</p> <p>I can find percentages (e.g. 30%, 60%) of quantities (multiples of 10) (4a)</p>	<p>I can understand simple ratio and can solve problems involving direct proportion by scaling up/down (5b).</p> <p>I can calculate simple fractions and percentages of quantities e.g. $\frac{3}{8}$ of 980g, 15% of 360)</p>	<p>I can reduce a ratio to its simplest form and use it in problem solving by multiplying (e.g. given the ingredients in a recipe for 5 people, calculate the quantities needed for 8) (5a)</p> <p>I can solve % problems in a variety of contexts such as comparing % e.g. best buys.</p>	<p>I can solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.</p> <p>I can solve problems involving similar shapes where the scale factor is known or can be found.</p>

				<p>I can solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison (5b)</p> <p>I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
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Judgements (based on the end of year expectation statements): **Some highlighting (approx 10 – 50%) = Developing** **Good level of highlighting (50-80%) = Securing**

Vast majority of highlighting (80%+10%) = Exceeding