



**The Federation of
Singlegate and William
Morris Primary School**

**Success and Challenge Card
BAND 6 Mathematics
Autumn term**

Name:

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Class:

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31. I am able to compare and classify geometric shapes based on their properties and sizes.			
32. I am able to visualise where patterns drawn on a 3D shape will occur on its net.			
33. I am able to find unknown angles in any triangle, quadrilateral and regular polygon.			
34. I am able to recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find the missing angle.			
35. I am able to explain how unknown angles and lengths can be derived from known measurements.			
36. I am able to explain how relationships might be expressed algebraically e.g. $d = 2 \times r$; $a = 180 - (b + c)$			



1. I am able to recall and use multiplication and division facts for specified multiplication tables.			
2. I am able to read, write, order and compare numbers within the fluency focus: using this knowledge to develop my skills of rounding to any degree of accuracy.			
3. I am able to estimate, predict and check the reasonableness of answers.			
3. I am able to identify the value of each digit in numbers to 10 000 000 and numbers with up to 3 decimal places.			
4. I am able to solve problems which require answers to be rounded to specified degrees of accuracy.			
5. I am able to recognise , describe and use number patterns and relationships to make generalisations about sequences within the whole number system.			

26. I am able to connect conversions from kilometer to miles in measurement to its graphical representation.			
27. I am able to describe simple 3D shapes.			
28. I am able to draw 2D shapes using given dimensions and angles.			
29. I am able to build simple 3D shapes including making nets.			
30. I am able to visualise a 3D shape from its net and match vertices that will be joined.			

21. I am able to multiply multi-digit numbers up to four digits by a two digit number using the formal written method of long multiplication and interpret remainders as whole numbers, fractions, or by rounding, as appropriate for the context .			
22. I am able to divide numbers up to four digits by a two digit number using the formal written methods of long and short division and interpret remainders as whole numbers, fractions, or by rounding, as appropriate for the context			
23. I am able to solve increasingly complex numerical problems (including multistep) within the task and through a range of contexts using estimation to check answers with an appropriate degree of accuracy.			
24. I am able to 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 of up to three decimal places.			
25. I am able to convert between miles and kilometers.			

6. I am able to use negative numbers in context, and calculate intervals across zero -solving number problems and practical problems within the context of the task.			
7. I am able to use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.			
8. I am able to solve addition and subtraction problems within the fluency focus and give reasons why operations and methods are appropriate.			
9. I am able to perform mental calculations, including with mixed operations and large numbers.			
10. I am able to continue to use all known facts to calculate mathematical statements with increasing complexity.			

11. I am able to use, read, write and convert between standard units.			
12. I am able to convert measurements of length - convert between miles and kilometers.			
13. I am able to identify common factors, common multiples and prime numbers.			
14. I am able to multiply multi-digit numbers up to four digits by a two digit number using the formal written method of long multiplication.			
15. I am able to multiply one-digit numbers with up to two decimal places by whole numbers			

16. I am able to solve problems involving: relative sizes of two quantities where missing values can be found by using integer multiplication.			
17. I am able to use written division methods in cases where the answer has two decimal places.			
18. I am able to divide numbers up to four digits by a two digit number using the formal written methods of long and short division and interpret remainders as whole numbers.			
19. I am able to use my knowledge of the order of operations to carry out calculations involving the four operations <i>e.g.</i> $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$			
20. I am able to perform mental calculations, including using mixed operations and large numbers.			