Learning Profile B5

NPV: I can read numbers up to 10 000
NPV: I can write numbers up to 10 000
NPV: I can order numbers up to 10 000 using concrete manipulatives and pictorial representations (e.g. place value grids and counters / base 10)
NPV: I can compare numbers up to 10 000 using comparison vocabulary and symbols using concrete manipulatives and pictorial representations (e.g. place value grids and counters / base 10)
NPV: I can round any number up to 10 000 to the nearest 10
NPV: I can round any number up to 10 000 to the nearest 100
NPV: I can round any number up to 10 000 to the nearest 1000
NPV: I can count forwards in steps of powers of 10 for any given number up to 10 000
NPV: I can count backwards in steps of powers of 10 for any given number up to 10 000
NPV: I can count forwards in steps of powers of 100 for any given number up to 10 000
NPV: I can count backwards in steps of powers of 100 for any given number up to 10 000
NPV: I can count forwards in steps of powers of 1000 for any given number up to 10 000
NPV: I can count backwards in steps of powers of 1000 for any given number up to 10 000

NPV: I can read numbers to at least 100 000
NPV: I can write numbers to at least 100 000
NPV: I can order numbers to at least 100 000
NPV: I can compare numbers to at least 100 000 using comparison vocabulary and symbols using concrete manipulatives and pictorial representations (e.g. place value grids and counters / base 10)
NPV: I can determine the value of each digit in numbers to at least 100 000 using concrete manipulatives and pictorial representations (e.g. place value grids and counters / base 10)
NPV: I can round any number up to 100 000 to the nearest 10
NPV: I can round any number up to 100 000 to the nearest 100
NPV: I can round any number up to 100 000 to the nearest 1000
NPV: I can count forwards in steps of powers of 10 for any given number up to 100 000
NPV: I can count backwards in steps of powers of 10 for any given number up to 100 000
NPV: I can count forwards in steps of powers of 100 for any given number up to 100 000
NPV: I can backwards in steps of powers of 100 for any given number up to 100 000
NPV: I can count forwards in steps of powers of 1000 for any given number up to 100 000
NPV: I can backwards in steps of powers of 1000 for any given number up to 100 000

NPV: I can read numbers to at least 1000 000
NPV: I can write numbers to at least 1000 000
NPV: I can order numbers to at least 1000 000
NPV: I can compare numbers to at least 1000 000 using comparison vocabulary and symbols using concrete manipulatives and pictorial representations (e.g. place value grids and counters / base 10)
NPV: I can determine the value of each digit in numbers to at least 1000 000 using concrete manipulatives and pictorial representations (e.g. place value grids and counters / base 10)
NPV: I can round any number up to 1000 000 to the nearest 10
NPV: I can round any number up to 1000 000 to the nearest 100
NPV: I can round any number up to 1000 000 to the nearest 1000
NPV: I can count forwards in steps of powers of 10 for any given number up to 1000 000
NPV: I can count backwards in steps of powers of 10 for any given number up to 1000 000
NPV: I can count forwards in steps of powers of 100 for any given number up to 1000 000
NPV: I can backwards in steps of powers of 100 for any given number up to 1000 000
NPV: I can count forwards in steps of powers of 1000 for any given number up to 1000 000
NPV: I can backwards in steps of powers of 1000 for any given number up to 1000 000
I can explore negative numbers and see their position on a number line
NPV: I can interpret negative numbers in context
NPV: I can count forwards with positive whole numbers, including through zero
NPV: I can count forwards with negative whole numbers, including through zero
NPV: I can count backwards with positive whole numbers, including through zero

NPV: I can count backwards with negative whole numbers, including through zero

MEA: I can measure the perimeter of composite rectilinear shapes
MEA: I can calculate the perimeter of composite rectilinear shapes
MEA: I can use cm when calculating perimeter.
MEA: I can use metres when calculating perimeter.
MEA: I can calculate the area of rectangles by counting squares.
MEA: I can calculate the area of rectangles using formula.
MEA: I can use cm^2 when calculating area.
MEA: I can use M^2 when calculating area.
MEA: I can compare the area of rectangles
MEA: I can calculate the area of compound shapes by counting squares.
MEA: I can calculate the area of compound shapes using my knowledge of formula.
MEA: I can estimate the area of irregular shapes by counting squares.
MEA: I can use my knowledge of fractions to estimate the area of irregular shapes.

MEA: I can convert from m to Km and vice versa.
MEA: I can convert from g to Kg and vice versa.
MEA: I understand that "milli" means 1/1000
MEA: I can convert from ml to l and vice versa.
MEA: I can convert from cm to m and vice versa.
MEA: I can convert between different lengths including mm, cm, m, km.
MEA I can understand why we use imperial measure.
MEA: I can understand approximate equivalences between metric and imperial measures such as inches, pounds and pints
MEA: I can use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
MEA: I can convert between different units of time; years, moths, weeks, days.
MEA: I can convert between different units of time; hours, minutes, seconds.
MEA: I can convert between different units of time in order to solve problems using the timetables.
MEA: I understand that volume is the amount of solid space something takes up.
MEA: I can use cm cubes to make solid shapes.
MEA: I can order and compare the volume of different solid shapes made from cubes.
MEA: I can estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)]
MEA: I can estimate capacity using practical apparatus.
MEA: I understand that containers can be different shapes but have the same capacity.

MAS: I can add numbers mentally with increasingly large numbers
MAS: I can subtract numbers mentally with increasingly large numbers
MAS: I can add whole numbers with more than 4 digits using formal written methods
MAS: I can subtract whole numbers with more than 4 digits using formal written methods
MAS: I can use rounding to check answers to calculations
MAS: I can use rounding to determine, in the context of a problem, levels of accuracy
MAS: I can use the inverse to check my answer to subtraction problems.
MAS: I can use the inverse to check my answer to addition problems.
MAS: I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
STA: I can read and interpret data on a line graph.
STA: I can represent data in a line graph
STA: I can draw axis with different scales
STA: I can label axis appropriately..
STA: I can solve sum problems using information presented in a line graph
STA: I can solve difference problems using information presented in a line graph
STA: I can solve comparison using information presented in a line graph
STA: I can draw axis with different scales
STA: I can read information in tables, including timetables.
STA: I can complete information in tables, including timetables.
STA: I can interpret information in tables, including timetables.
STA: I can read information from a two way table.
STA: I can create my own questions from a two way table.

FRP: I can explore equivalent fractions using concrete resources.
FRP: I can apply the abstract method to find equivalent fractions.
FRP: I can recognise mixed numbers
FRP: I can recognise improper fractions
FRP: I can convert from improper fractions to mixed number fractions.
FRP: I can convert from improper fractions to mixed number fractions.
FRP: I can count forwards and backwards in any given fraction using visuals for support.
I can compare fractions (less than 1) with denominators that are the same number
FRP: I can order fractions less than 1) with denominators of the same number
I can compare fractions (less than 1)by finding a common numerator or denominator
I can compare fractions (greater than 1) with denominators that are the same number
FRP: I can order fractions (greater than 1) with denominators of the same number
I can compare fractions (less than 1)by finding a common numerator or denominator
FRP: I can order fractions (greater than 1) whose denominators are all multiples of the same number
FRP: I can add fractions with the same denominator
FRP: I can subtract fractions with the same denominator
FRP: I can add fractions with denominators that are multiples of the same number
FRP: I can subtract fractions with denominators that are multiples of the same number
FRP: I can use pictorial representations to convert the fractions so they have the same denominator.
FRP: I can add fractions with different denominators where one denominator is a multiple of the other.
FRP: I can add more than 2 fractions where two denominators are a multiple of the other.
FRP: I can add two or more proper fractions where the total is greater than 1. I can record the totals as an improper fraction but will then convert this to a mixed number fraction.
FRP: I can add two fractions where one or both are mixed numbers or improper fractions.
FRP: I can subtract fractions with different denominators, where one denominator is a multiple of the other
FRP: I can apply my understanding of subtracting fractions where one denominator is a multiple of the other to subtract proper fractions from mixed numbers, (using models and numbers lines to support understanding)
FRP: I can subtract two fractions where one is a mixed number using the method of flexible partitioning to create a new mixed number so I can complete the calculation.
FRP: I can use different strategies to subtract two mixed numbers.(e.g. flexible partitioning and converting improper fractions).
FRP: I can multiply fractions by a whole number (using knowledge of repeated addition)
FRP: I can multiply a non-unit fraction by a whole number

FDP: I can use place value counters and a place value grid to make numbers with up to two decimal places
FDP: I can read and write decimal numbers and understand the value of each digit.
FDP: I can show my understanding of place value by partitioning decimal numbers in different ways

FDP: I can convert fractions into decimals using concrete and pictorial representations.
FDP: I can represent more complex decimals numbers as fractions and as decimals. (e.g. 0.96, 0.03, 0.27) and numbers greater than 1 (e.g. 1.2, 2.7, 4.01)
FDP: I can develop my understanding of thousandths through the use of concrete and pictorial representations. (building on knowledge of tenths and hundredths).
FDP: I can explore the link between tenths, hundredths and thousandths.
FDP: I can round to the nearest whole number and to the nearest tenth using number lines for support.
FDP: I can order and compare numbers with up to three decimal places using place value counters and number lines to represent the numbers I am comparing.
FDP: I can understand that 'per cent' relates to 'number of parts per hundred'.
FDP: I can explore " per cent" through different representations which show different parts of a hundred.
FDP: I can use 'number of parts per hundred' alongside the % symbol.
FDP: I can represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths.
FDP: I can recognise percentages, decimals and fractions as different ways of expressing proportions.
FDP: recognise simple equivalent fractions and represent them as decimals and percentages.(1/ 2 , 1/ 4 , 1/ 5 , 2/ 5 , 4/ 5) Using bar models and hundred squares to support understanding and show equivalence.
FDP: I can recognise equivalent fractions and represent them as decimals and percentages (denominators of a multiple of 10 or 25)
FDP: I can add decimals within one whole using place value counters and place value charts to support adding decimals and understand what happens when we exchange between columns.
FDP: I can use a hundred square to add decimals.
FDP: I can subtract decimals using place value counters on a place value grid.
FDP: I can subtract decimals using a number line to count on from the smaller decimal to the larger decimal.
FDP: I can find the complements which sum to make 1 (using my knowledge of number bonds to 10 and 100) using a hundred square, part-whole models and number lines for support.
FDP: I can use my skills at finding complements to 1 to support my thinking when crossing the whole.
FDP: I can add numbers greater than one with the same number of decimal places using the formal written method (column addition) alongside a place value chart with place value counters.
FDP: I can subtract numbers with the same number of decimal places using place value counters and a place value grid to support with exchanging.
FDP: I can apply subtraction to real life contexts, which could involve measures, using bar models for support.
FDP: I can add numbers with different numbers of decimal places, focussing on the importance of lining up the decimal point in order to ensure correct place value.
FDP: I can subtract decimals with different numbers of decimal places, focussing on the importance of lining up the decimal point in order to ensure correct place value.
FDP: I can identify the importance of zero as a place holder.
FDP: I can use my knowledge of estimation to ensure my addition and subtraction answers to decimal problems are sensible.
FDP: I can add and subtract numbers with decimals from whole numbers using a place value grid for support.
FDP: I can look at decimal sequences and create simple rules, for example: adding 0.5 every time.
FDP: I know how to multiply numbers with decimals by 10, 100 and 1,000 by moving the counters in a place value grid to the left.
FDP: I know how to divide numbers with decimals by 10, 100 and 1,000 by moving the counters in a place value grid to the right.

GPS: I know angles are measured in degrees
GPS: I can recognise acute angles
GPS: I can recognise obtuse angles
GPS: I can recognise reflex angles
GPS: I can compare acute, obtuse and reflex angles
GPS: I can measure acute angles in degrees (^{o})
GPS: I can measure obtuse angles in degrees (^{o})
GPS: I can draw given angles
GPS: I can recognise that 2 right angles make a straight line and this is equivalent to $\frac{1}{2}$ a turn (total 180^o)
GPS: I can use my knowledge of angles on a straight line to calculate missing angles
GPS: I can identify angles at a point and one whole turn (total 360^o)
GPS: I can use my knowledge of angles at a point to calculate missing angles
GPS: I recognise when I need to measure an angle or when I need to deduce a missing angle from given facts
GPS: I can look at squares and rectangles on a grid to identify right angles.
GPS: I can use the square grids to reason about length and angles, for example to deduce that half a right angle is 45 degrees.
GPS: I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
GPS: GPS: I can identify 3-D shapes, including cubes and other cuboids, from their 2-D nets
GPS: I can investigate properties of 3-D shapes from 2-D projections, including plans and elevations.
GPD: I can reflect a shape in the first quardrant using mirror lines that are parallel to the axis.
GPD: I can describe the position of a shape following a reflection using the appropriate language, and know that the shape has not changed.
GPD: I can reflect points in the first quardrant using mirror lines that are parallel to the axis.
GPD: I can describe the position of co-ordinates following a reflection using the appropriate language.
GPD: I can translate a shape on a grid, using the appropriate language, and know that the shape has not changed.
GPD: I can translate co-ordinates in the first quadrant.
GPD: I can describe the position of a shape following a translation using the appropriate language, and know that the shape has not changed

MMD: I can identify multiples of whole numbers using concrete and pictorial representations (e.g. in an array)
MMD: I can use arrays to show the relationship between multiplication and division
MMD: I understand that a factor is the number you get when you divide one whole number by another whole number
MMD: I can understand that factor X factor = product
MMD: I can identify factors, including finding all factor pairs of a number using apparatus and pictorial representations (counters / arrays)
MMD: I can identify factors, including common factors of two numbers
MMD: I can solve problems using my knowledge of factors and multiples

MMD: I know that some numbers only have 2 factors and these are called prime numbers
MMD: I know that non prime numbers are called composite numbers
MMD: I can identify the prime factors of a number
MMD: I can use the vocabulary of prime factors
MMD: I can recall prime numbers up to 19
MMD: I can establish whether a number up to 100 is prime

MMD: I can recognise and use square numbers and the notation for squared (^{2})
MMD: I can recognise and use cube numbers, and the notation for cubed (^{3})

MMD: I can multiply whole numbers and those involving decimals by 10 using a place value grid for support
MMD: I can multiply whole numbers and those involving decimals by 100 using a place value grid for support
MMD: I can multiply whole numbers and those involving decimals by 1000 using a place value grid for support
MMD: I can divide whole numbers and those involving decimals by 10 using a place value grid for support
MMD: I can divide whole numbers and those involving decimals by 100 using a place value grid for support
MMD: I can divide whole numbers and those involving decimals by 1000 using a place value grid for support
MMD: I can use my knowledge of other multiples to solve problems related to multiplying and dividing by 10, 100, 1000
MMD: I can multiply numbers up to 2 digits by a one -digit number using concrete apparatus (place value grids and counters)
MMD: I can multiply numbers up to 2 digits by a one -digit number using a formal written method
MMD: I can multiply numbers up to 2 digits by a two-digit number using concrete apparatus (base 10 / place value grids and counters)
MMD: I can multiply numbers up to 3 digits by a two-digit number using a formal written method, understanding the role of “0” in column method
MMD: I can multiply numbers up to 4 digits by a two-digit number using a formal written method
MMD: I can solve practical problems (e.g. area) involving multiplication (up to 4 digits) using formal written methods
MMD: I can divide numbers up to 4 digits by a one-digit number using concrete apparatus (place value counters and grids) to support
MMD: I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division
MMD: I can understand and interpret remainders appropriately for the context