

KING'S LODGE SCHOOL AND THE WORLD OF MATHS 4



PASSPORT TO THE AMERICAS

NAME: _____

DATE OF BIRTH: _____

Country	Target	Parent	TA	Teacher
Argentina	I can count in multiples of 6.			
Bahamas	I can count in multiples of 7.			
Barbados	I can count in multiples of 9.			
Belize	I can count in multiples of 25.			
Bolivia	I can count in multiples of 1000.			
Brazil	I can count backwards through zero to include negative numbers.			
Canada	I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).			
Chile	I can order and compare numbers beyond 1000.			
Colombia	I can round any number to the nearest 10.			
Costa Rica	I can round any number to the nearest 100.			
Cuba	I can round any number to the nearest 1000.			
Dominica	I can find 1000 more or less than a given number.			
Dominican Republic	I can read Roman numerals to 100 (I to C).			
Ecuador	I can rapidly recall addition and related subtraction facts for every number to 20.			
El Salvador	I can rapidly recall the multiplication and division facts for the 7 multiplication tables.			
Grenada	I can rapidly recall the multiplication and division facts for the 9 multiplication tables.			

Country	Target	Parent	TA	Teacher
Guatemala	I can rapidly recall the multiplication and division facts for the 11 multiplication tables.			
Guyana	I can rapidly recall the multiplication and division facts for the 12 multiplication tables.			
Haiti	I can rapidly multiply and divide numbers by 10, 100 and 1000.			
Honduras	I can rapidly recall the multiplication and division facts for the multiplication tables to 12 x 12 and use them to derive related facts of multiplying and dividing by multiples of ten, e.g. $2 \times 60 = 120$ or $350 \div 70 = 5$.			
Jamaica	I can rapidly recall the multiplication and division facts for the multiplication tables to 12 x 12 and use them to derive related facts of multiplying and dividing by tenths, e.g. $2 \times 0.2 = 0.4$ or $30 \div 0.5 = 60$.			
Mexico	I can use place value, known and derived facts to multiply and divide mentally (e.g. $300 \div 50 = 6$).			
Navassa Island	I can use place value, known and derived facts to multiply and divide mentally, including multiplying together three numbers.			
Nicaragua	I can recognise and use factor pairs and commutativity in mental calculations (e.g. $2 \times 5 = 10$ and $5 \times 2 = 10$).			
Panama	I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.			

Country	Target	Parent	TA	Teacher
Paraguay	I can count up and down in hundredths.			
Peru	I can recognise families of common equivalent fractions e.g. $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{6}$ $\frac{4}{8}$.			
Puerto Rico	I can recognise and write decimal equivalents to $\frac{1}{4}$ (0.25) , $\frac{1}{2}$ (0.5) and $\frac{3}{4}$ (0.75).			
Saint Kitts and Nevis	I can recognise and write decimal equivalents of any number of tenths or hundredths.			
Saint Lucia	I can round decimals with one decimal place to the nearest whole number.			
Saint Vincent and the Grenadines	I can compare numbers with the same number of decimal places up to two decimal places.			
Suriname	I can add and subtract fractions with the same denominator (eg $\frac{1}{4} + \frac{1}{4}$).			
Trinidad and Tobago	I can explain the effect of dividing a one- or two-digit number by 10 and 100.			
United States	I can convert between different units of measure [for example, kilometre to metre; millilitre to litre].			
Uruguay	I can read, write and convert time between analogue and digital 12- and 24-hour clocks.			
Venezuela	I can convert from hours to minutes; minutes to seconds; years to months; weeks to days.			
The rest of The Americas...	<i>I can still do all of these targets.</i>			