



Working below age -related expectation

These children can:

Practise and recall facts and skills (i.e. Curriculum objective)

Use objects and mathematical manipulative, pictures and simple recording problems to represent concepts

Start to talk about their work

Solve simple problems with support

Working at age-related expectation

These children can:

Apply facts and skills to problems and investigations, identifying what they need to be know and what they need to be able to do in order to solve

Represent their work in a variety of ways

Describe and explain their work using mathematical language to reason

Make connections and links between mathematical ideas

Working at greater depth

These children can:

Work independently to choose ways to tackle and solve problems of greater complexity

Present work in a clear and organised way, choosing appropriate methods of recording

Explain work clearly and accurately using mathematical language

Use reasoning to make predictions, conjectures and generalisations and ask their own questions

Use their maths skills confidently in a variety of contexts, including cross curricular tasks

Number	Place Value	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	read, write, order and compare numbers up to 10,000,000 and determine the value of each digit					
	round any whole number to a required degree of accuracy					
	use negative numbers in context, and calculate intervals across 0					
	solve number and practical problems that involve all of the above					

Number	Addition, Subtraction, Multiplication and Division	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication					
	divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context					
	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					
	perform mental calculations, including with mixed operations and large numbers					
	identify common factors, common multiples and prime numbers					
	use their knowledge of the order of operations to carry out calculations involving the 4 operations					
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why					
	solve problems involving addition, subtraction, multiplication and division					
	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy					

Number	Fractions (including decimals and percentages)	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	use common factors to simplify fractions; use common multiples to express fractions in the same denomination					
	compare and order fractions, including fractions >1					
	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions					
	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]					
	divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]					
	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]					
	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					
	multiply one-digit numbers with up to 2 decimal places by whole numbers					
	use written division methods in cases where the answer has up to 2 decimal places					
	solve problems which require answers to be rounded to specified degrees of accuracy					
	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts					

Number	Ration and proportion	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts					
	solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison					
	solve problems involving similar shapes where the scale factor is known or can be found					

solve problems involving unequal sharing and grouping using knowledge of fractions and multiples					
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Number	Algebra	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	use simple formulae					
	generate and describe linear number sequences					
	express missing number problems algebraically					
	find pairs of numbers that satisfy an equation with 2 unknowns					
	enumerate possibilities of combinations of 2 variables					

Measurement	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate					
	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					
	convert between miles and kilometres					
	recognise that shapes with the same areas can have different perimeters and vice versa					
	recognise when it is possible to use formulae for area and volume of shapes					
	calculate the area of parallelograms and triangles					
	calculate, estimate and compare volume of cubes and cuboids using standard units, including (cm ³) and cubic metres (m ³), and extending to other units [e.g. mm ³]					

Geometry	Properties of shape	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	draw 2-D shapes using given dimensions and angles					
	recognise, describe and build simple 3-D shapes, including making nets					
	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons					
	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius					
	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles					

Geometry	Position and direction	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can:					
	describe positions on the full coordinate grid (all 4 quadrants)					
	draw and translate simple shapes on the coordinate plane, and reflect them in the axes					

Statistics	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	interpret and construct pie charts and line graphs and use these to solve problems					
	calculate and interpret the mean as an average					

I am working at...	6e (significantly below)	6d	6d+	6c	6c+	6m
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When making your judgement, number domains always hold the most weighting and should play the major role in informing your decision.