

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 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 problems

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: count in multiples of 6, 7, 9, 25 and 1,000					
	find 1,000 more or less than a given number					
	count backwards through 0 to include negative numbers					
	recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)					
	order and compare numbers beyond 1,000					
	identify, represent and estimate numbers using different representations					
	round any number to the nearest 10, 100 or 1,000					
	solve number and practical problems that involve all of the above and with increasingly large positive numbers					
	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value					

Number	Addition and Subtraction	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can: add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate					
	estimate and use inverse operations to check answers to a calculation					
	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why					

Number	Multiplication and Division	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can: recall multiplication and division facts for multiplication tables up to 12 x 12					
	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers					
	recognise and use factor pairs and commutativity in mental calculations					
	multiply two-digit and three-digit numbers by a one-digit number using formal written layout					
	solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects					

Number	Fractions	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	The pupil can: recognise and show, using diagrams, families of common equivalent fractions					
	count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10					
	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number					
	add and subtract fractions with the same denominator					
	recognise and write decimal equivalents of any number of tenths or hundreds					
	recognise and write decimal equivalents to 1/4, 1/2, 3/4					
	find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths					
	round decimals with 1 decimal place to the nearest whole number					
	compare numbers with the same number of decimal places up to 2 decimal places					
	solve simple measure and money problems involving fractions and decimals to 2 decimal places					

Measurement	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	convert between different units of measure [for example, kilometre to metre; hour to minute]					
	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres					
	find the area of rectilinear shapes by counting squares					
	estimate, compare and calculate different measures, including money in pounds and pence					
	read, write and convert time between analogue and digital 12- and 24-hour clocks					
	solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days					

Geometry	Properties of shape	Evidence				Overall
	The pupil can:	Autumn	Spring 1	Spring 2	Summer	
	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes					
	identify acute and obtuse angles and compare and order angles up to 2 right angles by size					
	identify lines of symmetry in 2-D shapes presented in different orientations					
	complete a simple symmetric figure with respect to a specific line of symmetry					
Position and direction	Evidence				Overall	
The pupil can:	Autumn	Spring 1	Autumn	Spring 1		
describe positions on a 2-D grid as coordinates in the first quadrant						
describe movements between positions as translations of a given unit to the left/right and up/down						
plot specified points and draw sides to complete a given polygon						

Statistics	The pupil can:	Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs					
solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs						

I am working at...	4e (significantly below)	4d	4d+	4s	4s+	4m
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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.