Year 1 Maths Assessment

I count to and across 20, forward and backward, beginning with 0 or 1, or from any given number.																															
I count in multiples of 2s and 10s.																															
I represent and use number bonds and related subtractions facts within 10.																															
I recognise, find and name a half as one of two equal parts of an object, shape or quantity.																															
I count to and across 50, forward and backward,																															
Given a number, I can identify 1 more or 1 less																															
I can count in multiples of 5s.																															
I add and subtract 1-digit and 2-digit numbers to 20, including zero.																															
I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of my teacher.																															
I count to and across 100, forward and backward,																															
I read and write numbers from 1 – 20 in numerals and words																															
I can count to and across 100 forward and backward																															
I add and subtract 1-digit and 2-digit numbers to 20, including zero.																															
I represent and use number bonds and related subtractions facts within 20.																															
I can tell the time to the hour and half past the hour																															
I identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles																															
I sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															
I count forwards and backwards up to and beyond 100 with confidence.																															
I count on and back in 1s, 2s, 5s and 10s in context.																															
I use the terms one more than and one less than in different contexts.																															
I cope with reasoning and deeper thinking place value problems.																															
I add and subtract 1-digit and 2-digit numbers to 20 at speed showing confidence and fluency.																															
I can apply my knowledge of number to solve a one-step problem involving addition and subtraction.																															
I can apply my knowledge of number to solve a one-step problem involving multiplication and division																															
I use half and quarter in many different contexts, including within the environment																															
I recognise all coins and notes and know their value and use them in practical situations to pay for items bought.																															
I use my knowledge of time to know when key events happen during the day or year, e.g., lunchtime, home time, birthday, Christmas, Easter, etc.																															
I recognise different 2D and 3D shapes in the classroom, at home and in the outside environment.																															
I rarely make a mistake when working to the Year 1 national expectations																															
I can explain all Year 1 number operations to others in my class.																															
I cope with reasoning and thinking problems related to the Year 1 expectations for number, measurement and geometry.																															
When it is appropriate, I apply all mathematical operations I know to other areas of the curriculum.																															
I explain to others how I have arrived at an answer to a mathematical problem and at the same time deepen my own understanding.																															
I work independently and reach a conclusion without referring to my teacher.																															
Greater Depth Achieved																															

Year 2 Maths Assessment

I count in steps of 2, 3, 5 and 10 from 0, and in tens from any number, forward and backward.																														
I read and write numbers to at least 100 in numerals and in words.																														
I recognise the place value of each digit in a 2-digit number.																														
I recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.																														
I add and subtract numbers mentally, including: 2-digit numbers and ones; 2-digit numbers and tens; two 2-digit numbers; adding three 1-digit numbers.																														
I recall multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers.																														
I compare and order numbers from 0 up to 100; use < > and = signs.																														
I can partition two-digit numbers into different combinations of 10s and 1s.																														
I recall multiplication and division facts for the 2, 5 and 10 tables and use to solve problems.																														
I calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the x ÷ = signs.																														
I write simple fractions and recognise the equivalence.																														
I recognise, find, name and write factions 1/3, 1/4, 2/4, 1/2, 3/4 of a length, shape, set of objects, or quantity.																														
I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.																														
I identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.																														
I identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.																														
I can read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on the scale are given.																														
I find different combinations of coins that equal the same amounts of money.																														
I tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times.																														
I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.																														
Assessment standard for Autumn																														
Assessment standard for Spring																														
Assessment standard for Summer																														

Year 2 Maths Assessment
Greater Depth

I count reliably at speed forwards and backwards up to 100 in 2s, 3s, 5s and 10s.																														
I apply my knowledge of number up to 100 to solve a one-step problem involving addition and subtraction.																														
I understand that if 4 + 5 is 9 then 40 + 50 is 90.																														
I explain to others when shapes and numbers are accurately divided into thirds, quarters, halves and three quarters.																														
measure, compare, add and subtract using common metric measures.																														
I tell the time to 5 minute intervals in both analogue and digital and relate one to the other.																														
I know when it is sensible to measure in m or cms.; kg or gms.; l or ml.; hours or minutes.																														
I know about right angles and where they can be seen in the environment.																														
I know when it is sensible to show information in a graph.																														
I rarely make a mistake when working to the Year 2 national expectations.																														
I can explain all Year 2 number operations to others in my class.																														
I cope with reasoning and thinking problems related to the Year 2 expectations for number, measurement, geometry and statistics.																														
When it is appropriate, I apply all mathematical operations I know to other areas of the curriculum.																														
I explain to others how I have arrived at an answer to a mathematical problem the same time deepen my own understanding.																														
I work independently and reach a conclusion without referring to my teacher.																														
I can explain my thinking using age appropriate mathematical vocabulary.																														
I listen to others' explanations, try to make sense of them and compare and make simple evaluations.																														
Greater Depth achieved																														

Year 3 Maths Assessment																															
I count from 0 in multiples of 4, 8, 50 and 100.																															
I can find 10 or 100 more, or less, than a given number.																															
I read and write numbers to 1,000 in numerals and words																															
I add and subtract numbers mentally, including: 3-digit number and ones; 3-digit numbers and tens; 3-digit numbers and hundreds.																															
I recall and use the multiplication and division facts for the 3, 4 and 8 tables.																															
I compare and order numbers up to 1000.																															
I recognise the place value of each digit in a 3-digit number.																															
I solve word problems including missing number problems, number facts, place value and more complex addition and subtraction.																															
I add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.																															
I write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length.																															
I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.																															
I estimate the answer to a calculation and use the inverse operations to check my answers.																															
I count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10.																															
I practise formal methods of multiplication and division, including a high focus on reasoning																															
I estimate and read time with increasing accuracy to the nearest minute; tell and write the time from an analogue clock, including using Roman numerals from I to XII																															
I measure the perimeter of simple 2D shapes.																															
I identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn																															
I read 12-hour and 24-hour clocks.																															
I know the numbers of seconds in a minute and the number of days in each month, year and leap year.																															
I solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															

Year 3 Maths Assessment Greater Depth																														
I am very confident and consistent when dealing with all Year 3 number objectives.																														
I can explain to my peers how I have reached an answer and justify my reasoning.																														
I return to a mathematical problem involving the four operations after a break and feel confident about coping with the problem.																														
I can find missing digits within mathematical problems involving the four operations.																														
I am able to link fractional values to numbers, eg, ¾ of 120 animals were cows, how many animals were not cows?																														
I confidently apply my knowledge of number to solve problem with money and measures.																														
I measure the perimeter of irregular shapes using the principles of measuring the perimeter of an oblong.																														
I am able to apply my knowledge of parallel and perpendicular lines to solve mathematical problems.																														
I know which mathematical operation may be required when setting out statistical evidence.																														
I provide a convincing argument for the methods or solutions I use or arrive at..																														
I am confident to respond to 'What if?' questions																														
I confidently discuss mathematical work and begin to explain my thinking.																														
I spot patterns in results and use these patterns to find other possibilities.																														
When I have solved a problem, I am able to pose a similar problem for a partner.																														
With support, I understand a general statement by finding particular examples that match it.																														
I willingly reflect on others' explanations, methods or strategies and use this to improve my own understanding.																														
Greater depth achieved																														

Year 4 Maths Assessment

I count backwards through zero to include negative numbers																															
I count in multiples of 6, 7, 9, 25 and 1000.																															
Recognise the place value of any 4 digit number.																															
I add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate.																															
I recall multiplication and division facts for tables up to 12x12.																															
I multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.																															
I read Roman numerals to 100																															
I find 1000 more or less than a given number.																															
I divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder.																															
I find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.																															
I recognise and show, using diagrams, families of common equivalent fractions.																															
I add and subtract fractions with the same denominator.																															
I compare and order numbers beyond 1000.																															
I round any number to the nearest 10, 100 or 1000.																															
I find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.																															
I count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.																															
I round decimals with one decimal place to the nearest whole number.																															
I compare numbers with the same number of decimal places up to two decimal places.																															
I read, write and convert time between analogue and digital 12- and 24-hour clocks.																															
I describe positions on a 2D grid as coordinates in the first quadrant.																															
I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															

Year 4 Maths Assessment Greater Depth																															
Given a sequence involving positive and negative numbers I can work out the nth number in the sequence.																															
I deal very confidently and rapidly with addition and subtraction operations involving up to four digits.																															
I solve multi-step problems related to on-going learning in science, geography and history.																															
I know which fractional value is an odd one out in a given set.																															
I apply my knowledge of fractions to solve problems involving money, time, weight and length.																															
I cope with problems involving time even when working backwards from a given time.																															
Given an area, I can draw at least two different rectangles with the given area.																															
I collect my own data on a given topic and present information in graphical formats of my choosing.																															
I make suggestions about ways to tackle a range of problems making connections to previous work.																															
I have developed and applied a systematic approach to my learning, predicting possibilities from results already obtained.																															
I show good levels of resilience when encountering a new challenge.																															
I present information and results in a clear and organised way (abstract).																															
I check answers and ensure solutions make sense in the context of the problem.																															
I willingly search for a solution by trying out own ideas and proving justification.																															
I spot patterns and form generalisations or rules in words independently.																															
I make conjectures that make sense and can explain my reasoning.																															
Greater depth achieved																															

Year 5 Maths Assessment																															
I count forward or backwards in steps of powers of 10 for any given number up to 1,000,000.																															
I count up and down in thousandths; recognise that thousandths arise from dividing an object into 1000 equal parts and in dividing numbers or quantities by 1000.																															
I add and subtract numbers mentally with increasingly large numbers.																															
I add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).																															
I identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.																															
I multiply and divide numbers mentally drawing upon known facts.																															
I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and establish whether a number up to 100 is prime and recall prime numbers up to 19.																															
I multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.																															
I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.																															
I interpret negative numbers in context, count forward and backwards with positive and negative numbers including through zero.																															
I read Roman numerals to 1000 and recognise years written in Roman numerals.																															
I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.																															
I divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.																															
I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.																															
I multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.																															
I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.																															
I multiply proper fractions and mixed numbers by whole numbers.																															
I read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.																															
I round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000.																															
I recognise and use square numbers and cube numbers, and the notation for square2 and cubed3.																															
I round decimals with two decimal places to the nearest whole number and to one decimal place.																															
I read, write, order and compare numbers with up to three decimal places.																															
I solve problems using timetables and converting between units of time.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															

Year 5 Maths Assessment

Greater Depth

I deal confidently with all numbers up to 1,000,000 and apply this knowledge to scientific, historical and geographical learning.																														
I am confident when it comes to working across zero for positive and negative numbers to work out time, eg, BC and AD in history																														
I consistently use rounding as a strategy for assessing quickly what the approximate answer should be before calculating.																														
I use my knowledge of measurement to create plans of areas around the school, such as classroom, field, outside play area etc.																														
I use a range of timetables to work out fictional journey times, such as, 'How long would it take me to reach the Amazon rainforest?'.																														
I confidently collect my own data on a personal project and present information in formats of my choosing, e.g., charts, graphs or tables.																														
I identify and obtain information to solve mathematical problems.																														
I check my results, considering whether they are reasonable and make adaptations if need be.																														
I solve problems and investigations from a range of contexts, including using logical thinking.																														
I regularly make conjectures and provide examples and counter-examples.																														
I show understanding of situations by representing them mathematically using diagrams (pictorial representation) and symbols and words (abstract representation).																														
I draw simple conclusions and give justification and proof of reasoning.																														
I spot more complex patterns and begin to express generalisations or proof using symbolic notation.																														
Greater depth achieved																														

Year 6 Maths Assessment																															
I read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.																															
I use knowledge of the order of operations to carry our calculations involving the four operations																															
I identify common factors, common multiples and prime numbers.																															
I use negative numbers in context and calculate intervals across zero.																															
I multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication.																															
I divide numbers up to 4-digits by a 2-digit number using the formal written method of short division, where appropriate, interpreting remainders according to the context.																															
I add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.																															
I multiply simple pairs of proper fractions, writing the answer in the simplest form.																															
I divide proper fractions by whole numbers.																															
I calculate % of whole numbers.																															
Assessment standard for Autumn																															
Assessment standard for Spring																															
Assessment standard for Summer																															
I compare, order and convert between fractions, decimals and percentages in context in relation to science, geography and hist																															
I use appropriate formula for measuring area of shapes such as cuboids, triangles and irregular shapes																															
I create scaled models of historical and geographical structures showing an acceptable degree of accuracy using known measures.																															
I collect data for a personal project and present information in formats of my choosing, such as charts, graphs and tables and answer questions related to my research.																															
I solve quite complex problems independently breaking them down into smaller, more manageable tasks.																															
I use mathematical content from previous year groups and my own year group to solve problems and investigate.																															
I interpret, discuss and synthesise information presented in a variety of mathematical forms, including logical thinking problems.																															
I present a concise, reasoned proof using symbols, diagrams, graphs and related explanatory text.																															
I can give mathematical justifications and proof when solving problems.																															
I use a correct logical argument that has a complete chain of reasoning to it and use terms such as: ‘because’, ‘therefore’, ‘and so’, ‘that leads to’.																															
I ensure that my argument is watertight and mathematically sound.																															
I show good resilience when dealing with a problem that I have to return to and may take a long time to solve.																															
Greater Depth Achieved																															