

Name: \_\_\_\_\_



<b>The pupil can:</b>	
<b>Number and Place Value</b>	
<b>Working Towards the Expected Standard</b>	
Count in multiples of 6, 9 and 1000	
Find 1000 more or less than a given number	
Count backwards to zero	
Recognise place value of thousands, hundreds, tens and ones	
Order and compare numbers to 1000	
Identify, represent and estimate numbers using different representations	
Round any number to the nearest 10 or 100	
Solve number and practical problems that involve all of the above and with increasingly large positive numbers	
Read Roman numerals to 10 (I to X)	
<b>Working at the Expected Standard</b>	
Count in multiples of 6, <b>7</b> , 9, <b>25</b> and 1000	
Count backwards through zero to include negative numbers	
Order and compare numbers <b>beyond</b> 1000	
Round any number to the nearest 10, 100 <b>or</b> 1000	
Solve number and practical problems that involve all of the above and with increasingly large positive numbers	
Read Roman numerals <b>to 100 (I to C)</b>	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
Count in multiples of 6, <b>7</b> , 9, <b>25</b> and 1000 <b>from any number</b>	
Count backwards through zero to include negative numbers <b>and forwards from -10 through 0</b>	
Order and compare numbers <b>beyond</b> 1000 <b>and explain</b>	
Solve number and practical problems that involve all of the above and with increasingly large positive numbers	
Read Roman numerals <b>to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value.</b>	

<b>The pupil can:</b>	
<b>Addition and Subtraction</b>	
<b>Working Towards the Expected Standard</b>	
Add and subtract numbers with up to 4 digits using formal column method	
Estimate and use inverse operations to check answers to a <b>simple</b> calculation	
Solve addition and subtraction two-step problems in contexts	
<b>Working at the Expected Standard</b>	
Estimate and use inverse operations to check answers to a calculation	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
Use these skills and concepts to solve problems in a variety of contexts	

<b>The pupil can:</b>	
<b>Multiplication and Division</b>	
<b>Working Towards the Expected Standard</b>	
Recall and use multiplication and division facts for 2, 3, 4, 5 and 10 times tables	
Use place value, known and derived facts to multiply mentally (including multiplying by 0 or 1, dividing by 1 or multiplying 3 numbers)	
Recognise factor pairs to 20 and commutativity in mental calculations by reversing the multipliers	
Multiply two-digit numbers by one-digit numbers using formal written layout	
Solve problems involving multiplying and adding (including use of distributive law and scaling problems)	
<b>Working at the Expected Standard</b>	
Recall multiplication and division factors for tables up to 12 x 12	
Recognise and use factor pairs and commutativity in mental calculations	
Multiply two-digit <b>and three-digit</b> numbers by one-digit numbers using formal written layout	
Solve problems involving multiplying and adding (including use of distributive law, scaling problems <b>and harder correspondence problems</b> )	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
Use these skills and concepts to solve problems in a variety of contexts.	

<b>The pupil can:</b>	
<b>Fractions and Decimals</b>	
<b>Working Towards the Expected Standard</b>	
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 one hundred and dividing tenths by ten	
Solve problems that involve fractions to calculate quantities, and fractions to divide quantities	
Add and subtract fractions with the same denominator	
Recognise and write decimal equivalents of any number of tenths	
Recognise and write decimal equivalents for $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$	
Find the effect of dividing a one or two digit number by 10, identifying ones, tenths and hundredths in the answer	
Round decimals with one decimal place to the nearest whole number	
Compare numbers with one decimal place	
Solve simple measure and money problems involving fractions and decimals to two decimal places	
<b>Working at the Expected Standard</b>	
Solve problems that involve <b>increasingly harder</b> fractions to calculate quantities, and fractions to divide quantities, <b>including non-unit fractions where the answer is a whole number</b>	
Recognise and write decimal equivalents of any number of tenths <b>or hundredths</b>	
Find the effect of dividing a one or two digit number by 10 <b>or 100</b> identifying ones, tenths and hundredths in the answer	
Compare numbers with <b>the same number of decimal places up to two decimal places</b>	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
<b>Apply their understanding that</b> hundredths arise when dividing an object by one hundred and dividing tenths by ten	
Add and subtract fractions with the same denominator <b>using knowledge of common equivalents to write answers in a simpler form</b>	
Recognise and write decimal equivalents for $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ <b>using them in real-life examples</b>	
Compare numbers with the same number of decimal places up to two decimal places <b>explaining their answer</b>	

<b>The pupil can:</b>	
<b>Measurements</b>	
<b>Working Towards the Expected Standard</b>	
Convert between different units of measure (e.g. km to m, hour to minute, etc.)	
Measure and calculate perimeter of rectilinear figures in cm and m	
Find the area of rectangles 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-hour clocks	
Solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days	
<b>Working at the Expected Standard</b>	
Find the area of <b>rectilinear shapes</b> by counting squares	
Read, write and convert time between analogue and digital 12-hour clocks <b>and 24-hour clocks</b>	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
Use these skills and concepts in a range of contexts to solve problems	

<b>The pupil can:</b>	
<b>Geometry (Shape, Position and Direction)</b>	
<b>Working Towards the Expected Standard</b>	
Compare and classify quadrilaterals based on their properties and sizes	
Compare and classify triangles based on their properties and sizes	
Identify acute angles and compare and order angles up to one right angle by size	
Identify lines of symmetry in 2D shapes (about a vertical line of symmetry)	
Complete a simple symmetric figure	
<b>Working at the Expected Standard</b>	
Compare and classify <b>geometric shapes including quadrilaterals and triangles</b> based on their properties and sizes	
Identify acute <b>and obtuse</b> angles and compare and order angles up to <b>two</b> right angle by size	
Identify lines of symmetry in 2D shapes <b>in different orientations</b>	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
Use these skills and concepts to solve problems in a variety of contexts	

<b>The pupil can:</b>	
<b>Statistics</b>	
<b>Working Towards the Expected Standard</b>	
Interpret and present discrete data using appropriate methods (including bar charts and time graphs)	
Solve <b>simple</b> comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
<b>Working at the Expected Standard</b>	
Interpret and present discrete <b>and continuous</b> data using appropriate methods (including bar charts and time graphs)	
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
<b>Working at Greater Depth (+all of Working at the Expected Standard)</b>	
Use these skills and concepts in a range of contexts to solve problems	