

# MATHS ASSESSMENT

Assessment Grids  
Version 5: July 2019

Created by staff and pupils at:

Captain Cook Primary School  
Newham Bridge Primary School

# Stage R – Stage 6

## Stage R Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number, Place Value and Rounding</b> <i>(ELG Children count reliably with numbers from one to 20).</i>  <i>(ELG I can place numbers in order and say which number is one more or one less than a given number).</i>				
1	I can use number names in order and one-to-one correspondence to count sets of at least 20 objects reliably.			
2	I can count to at least 20, forwards and backwards.			
3	I can read and write numbers to 10.			
4	I can order numbers from 1 to at least 20 in ascending and descending order.			
5	I know the number that is 1 more and 1 less than any number up to 20.			
6	I can use the language of more than, less than (fewer), most, equal to.			
7	I can identify and represent numbers to at least 20 using objects, structured apparatus and number lines.			
8	I can use the number facts I know to solve practical problems.			
<b>Addition and Subtraction</b> <i>(ELG Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer).</i>  <i>(ELG They solve problems, including doubling, halving and sharing).</i>				
9	I can recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10.			
10	I can use apparatus to represent and use number bonds and related subtraction facts within 20.			
11	I can add and subtract 1-digit and 2-digit numbers to 20, using apparatus or pictures to help.			
12	I am beginning to use addition (+), subtraction (-) and equals (=) signs to record my work.			
13	I can read the mathematical statements I have recorded.			
<b>Multiplication and Division</b> <i>(ELG They solve problems, including doubling, halving and sharing).</i>				
14	I can count in 10s from 0 to answer questions involving multiplication facts for the 10 multiplication table.			
15	I can show doubling and halving practically up to double 10.			
16	I am beginning to recognise odd and even numbers to 10.			
17	I can solve single step problems involving grouping and sharing by using objects.			
<b>Fractions</b>				
18	I can recognise, find and name a half as 1 of 2 equal parts of an object or shape.			
19	I can recognise and find half of a moveable small set of objects or a quantity.			

<b>Measures</b> (ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.)				
20	I can solve simple measure problems in a practical context using direct comparison and non-standard units.			
21	I am beginning to recognise the days of the week and can sequence the events of a day, using appropriate language.			
22	I can tell the time at the hour.			
23	I can sort coins and recognise the value of 1p, 2p, 5p, 10p, 20p, (50p) £1 and £2 coins.			
<b>Geometry – Properties of Shape</b> (ELG - They recognise, create and describe patterns).  (ELG - They explore characteristics of everyday objects and shapes and use mathematical language to describe them).				
24	I can recognise and name common 2D shapes. (including: rectangles, squares, circles and triangles).			
25	I can recognise and name common 3D shapes.			
26	I can sort shapes based on simple properties.			
<b>Geometry - Position, Direction &amp; Motion</b>				
27	I can respond to and use terms such as first, second and third.			
28	I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.			
<b>Statistics</b>				
29	I am beginning to group objects into sets according to simple properties.			
30	I can answer simple questions by counting the number of objects in a category.			
<b>Secure +</b> Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.				
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.			
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.			
S+	I can explain, justify and prove my answers when reasoning.			

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- RE - vast majority of statements in the emerging column ticked and dated.
- RD - vast majority of statements in the developing column ticked and dated.
- RS - all bold statements ticked and dated in the secure column.
- RS+ - all bold and secure + statements ticked and dated in the secure column.

#### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.

## Stage 1 Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can count to and across 100, forwards beginning with 0 or 1, or from any given number.			
2	I can count to and across 100, backwards beginning with 0 or 1, or from any given number.			
3	I can count, read and write numbers to 100 in numerals.			
4	I can count in multiples of twos, fives and tens.			
5	I can identify one more and one less given any number up to 100.			
6	I can count in twos, fives and tens from different multiples.			
7	I can use the place value of each digit to order numbers to 100.			
8	I can read and write numbers from 1 to 20 in numerals and words.			
<b>Addition and Subtraction</b>				
9	I can recall and use number bonds and related subtraction facts within 20.			
10	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			
11	I can add and subtract one-digit and two-digit numbers within 30.			
12	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .			
<b>Multiplication and Division</b>				
13	I can show doubling and halving practically to 20.			
14	I can recognise odd and even numbers to 20.			
15	I can solve one-step problems involving grouping and sharing using concrete objects, pictorial representations or arrays.			
<b>Fractions</b>				
16	I can find and name a half and understand it is one of two equal parts of an object, shape or quantity.			
17	I can find and name a quarter and understand it is one of four equal parts of an object, shape or quantity.			
<b>Measures</b>				
18	I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			
19	I can measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time.			
20	I can recognise know the value of different coins and notes.			
21	I can compare, describe and solve practical problems for lengths and heights, mass/weight, capacity and volume and time.			
<b>Geometry – Shape</b>				
22	I can recognise and name common 2-D shapes.			
23	I can recognise and name common 3D shapes.			
<b>Geometry – Position, Direction &amp; Motion</b>				
24	I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.			

Statistics				
25	I can interpret simple pictograms where the picture is worth 1 unit.			
26	I can answer questions that require counting the number of objects in each category.			
Secure + Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.				
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.			
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.			
S+	I can explain, justify and prove my answers when reasoning.			

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- 1E - vast majority of statements in the emerging column ticked and dated.
- 1D - vast majority of statements in the developing column ticked and dated.
- 1S - all bold statements ticked and dated in the secure column.
- 1S+ - all bold and secure + statements ticked and dated in the secure column.

#### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.

## Stage 2 Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can read and write numbers to at least 100 in numerals and words.			
2	I can compare and order numbers from 0-100 using the <, > and = sign.			
3	I can count in steps of 2, 3, 5 from 0.			
4	I can count in tens from any number, forward and backward.			
5	I can partition 2-digit numbers into different combination of tens and ones explaining my thinking orally, pictorially or with apparatus.			
6	I can use place value and number facts to solve problems.			
<b>Addition and Subtraction</b>				
7	I can recall my number bonds to and within 10, and use these to reason and calculate bonds to and within 20, (4+6 =10 therefore 14+6=20 etc).			
8	I can use + and - facts to 20 fluently and use related facts to 100.			
9	I can add and subtract a two-digit number and ones and a two-digit number and tens and demonstrate a method orally, pictorially or using apparatus. (WTS-No Re-grouping)			
10	I can add and subtract any two-digit numbers using an efficient strategy, explaining my method orally, in pictures or using apparatus. (48 +35; 72-17)			
11	I can use + and – to solve simple problems applying increasing knowledge of written and mental strategies.			
<b>Multiplication and Division</b>				
12	I can calculate mathematical statements using correct symbols.			
13	I can recall multiplication facts for the 2, 5 and 10 times tables.			
14	I can recall division facts for the 2, 5 and 10 times tables.			
15	I can use x and ÷ to solve simple problems showing understanding of commutativity as necessary.			
<b>Fractions</b>				
16	I can write simple fractions (e.g. $\frac{1}{2}$ of 6 = 3).			
17	I can identify $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{4}$ of a number or shape and know that all parts must be equal parts of the whole.			
18	I can count in fractions up to 10, starting from any number on a number line.			
<b>Measures</b>				
19	I can read scales in divisions of ones, twos, fives and tens in a practical situation, number line or graph.			
20	I can read the time on the clock to the nearest 15 minutes.			
21	I can find different combinations of coins that equal the same amount.			
22	I can solve simple problems in a practical context, involving + and – of money, including giving change.			
23	I can use standard units to measure length, height, mass, temperature and capacity.			

Geometry - Shape				
24	I can identify and describe the properties of 2D shapes.			
25	I can identify and describe the properties of 3D shapes.			
26	I can identify 2D shapes on the surface of 3D shapes.			
27	I can compare and sort 2D and 3D shapes.			
Geometry - Position, Direction & Motion				
28	I can use mathematical vocabulary to describe position, direction and movement including quarter, half and three quarter turns and clockwise and anti-clockwise.			
29	I can order and arrange objects in patterns and sequences.			
Statistics				
30	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.			
Secure +				
S+	I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known facts.			
S+	I can use reasoning about numbers and relationships to solve more complex problems and explain my thinking.			
S+	I can read scales on a number line, graph or in a practical situation where not all the numbers are given and estimate blanks.			
S+	I can solve unfamiliar word problems that involve more than one-step.			
S+	I can describe similarities and differences of 2-D and 3-D shapes, using their properties. .			
S+	I can read the time on a clock to the nearest 5 minutes.			

**\*Ensure that end of year judgements for statutory assessment are in line with the standards set out in the most current STA framework.**

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- 2E - vast majority of statements in the emerging column ticked and dated.
- 2D - vast majority of statements in the developing column ticked and dated.
- 2S - all bold statements ticked and dated in the secure column.
- 2S+ - all bold and secure + statements ticked and dated in the secure column.

### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.

## Stage 3 Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number and Place Value</b>				
1	I can read and write numbers up to 1000 in numerals and in words.			
2	I can compare and order numbers up to 1000.			
3	I can count in steps of 50 and 100.			
4	I can find 10 or 100 more or less than a given number.			
5	I can partition numbers into H T O using different combinations.			
6	I can solve number problems involving place value to three digits.			
<b>Addition and Subtraction</b>				
7	I can use different methods to mentally add numbers with up to 3 digits.			
8	I can use different methods to mentally subtract numbers with up to 3 digits.			
9	I can add numbers with up to three digits, using formal written methods, including regrouping.			
10	I can subtract numbers with up to three digits, using formal written methods, including exchanging.			
11	I can solve one-step + and - problems, including missing number and missing symbol problems.			
<b>Multiplication and Division</b>				
12	I can recall multiplication facts for the 3, 4, 6 and 8 multiplication tables.			
13	I can recall division facts for the 3, 4, 6 and 8 multiplication tables.			
14	I can use more formal methods to begin multiplying 2 digit numbers by a 1 digit number.			
15	I can solve problems using $\times$ and $\div$ facts, including missing number and missing symbol problems.			
16	I can work out simple division sums with remainders.			
<b>Fractions</b>				
17	I can count up and down in tenths.			
18	I can recognise, find and write fractions of a discrete set of objects.			
19	I can recognise, using diagrams, equivalent fractions.			
20	I can add and subtract fractions with the same denominator within one whole.			
21	I can compare and order fractions, including those with the same denominator.			
22	I can solve problems that involve all of the above.			
<b>Measures</b>				
23	I can read a range of scales involving different units of measure.			
24	I can solve problems involving measures.			
25	I can add and subtract amounts of money to give change, using both £ and p in practical contexts.			

26	I can tell and write the time to the nearest 5 minutes on an analogue clock, including Roman numerals from I to XII.			
27	I can measure the perimeter of simple 2-D shapes.			
<b>Geometry – Shape</b>				
28	I can name 2D and 3D shapes and describe their properties.			
29	I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.			
30	I can identify whether angles are greater than or less than a right angle.			
31	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
<b>Statistics</b>				
32	I can interpret data presented in bar charts, pictograms and tables.			
33	I can solve one-step and two-step questions presented in bar charts, pictograms and tables.			
<b>Secure +</b> Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.				
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.			
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.			
S+	I can explain, justify and prove my answers when reasoning.			

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- 3E - vast majority of statements in the emerging column ticked and dated.
- 3D - vast majority of statements in the developing column ticked and dated.
- 3S - all bold statements ticked and dated in the secure column.
- 3S+ - all bold and secure + statements ticked and dated in the secure column.

#### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.

## Stage 4 Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can read and write numbers up to 10 000 in numerals and words.			
2	I can read Roman numerals to 100.			
3	I can count in steps of 25 and 1000.			
4	I can count backwards through zero to include negative numbers.			
5	I can order and compare numbers beyond 1000.			
6	I can round any number to the nearest 10, 100 or 1000.			
7	I can find 1000 more or less than a given number.			
8	I can partition numbers in Th H T O using different combinations and recognise the place value of each digit.			
9	I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.			
<b>Addition and Subtraction</b>				
10	I can use different methods, including formal written, to add four digit numbers.			
11	I can use different methods, including formal written, to subtract four digit numbers.			
12	I can solve + and - two-step problems in contexts, deciding which operations and methods to use.			
<b>Multiplication and Division</b>				
13	I can recall multiplication facts for tables up to $12 \times 12$			
14	I can recall division facts for tables up to $12 \times 12$			
15	I can use known and derived facts to multiply and divide mentally, including factor pairs and commutativity.			
16	I can multiply two and three-digit numbers by a one-digit number using formal written layout.			
17	I can divide two and three-digit numbers by a one-digit number using formal written layout.			
18	I can solve problems using $\times$ and $\div$ facts, including missing number, missing symbol problems and remainders.			
<b>Fractions &amp; Decimals</b>				
19	I can count up and down in tenths and hundredths.			
20	I can round decimals with one decimal place to the nearest whole number.			
21	I can divide a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.			
22	I can compare numbers with the same number of decimal places up to two decimal places.			
23	I can recognise and write decimal equivalents of any number of tenths or hundredths.			
24	I can recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$			
25	I can recognise common equivalent fractions, simplifying where appropriate.			
26	I can add and subtract fractions with the same denominator, within and beyond one whole one.			

27	I can solve problems involving increasingly harder fractions of quantities involving both simple measure and money.			
<b>Measures</b>				
28	I can convert between different units of measure.			
29	I can measure and calculate the perimeter of simple shapes in centimetres and metres.			
30	I can find the area of simple shapes by counting squares.			
31	I can read, write and convert time between analogue and digital 12- and 24-hour clocks.			
32	I can solve problems involving time, money and measures.			
<b>Geometry – Shape</b>				
33	I can compare and classify shapes, including quadrilaterals and triangles, based on their properties and sizes.			
34	I can identify all lines of symmetry in 2-D shapes presented in different orientations.			
35	I can identify acute and obtuse angles and compare and order angles up to 180° by size.			
<b>Geometry – Position, Direction &amp; Motion</b>				
36	I can describe positions on a 2-D grid as coordinates in the first quadrant.			
37	I can plot points and draw sides to complete a polygon.			
38	I can describe how a shape has been translated on a grid.			
<b>Statistics</b>				
39	I can interpret discrete and continuous data, including bar charts and line graphs.			
40	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.			
<b>Secure +</b> Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.				
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.			
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.			
S+	I can explain, justify and prove my answers when reasoning.			

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- 4E - vast majority of statements in the emerging column ticked and dated.
- 4D - vast majority of statements in the developing column ticked and dated.
- 4S - all bold statements ticked and dated in the secure column.
- 4S+ - all bold and secure + statements ticked and dated in the secure column.

#### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.

## Stage 5 Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can read, write, order and compare numbers up to 1 000 000 and determine the value of each digit,			
2	I can read Roman numerals to 1,000.			
3	I can round any number to the nearest 10, 100, 1000, 10,000 and 100,000.			
4	I can count forwards or backwards in steps of 10, 100, 1000, 10,000, 100,000 up to 1 000 000.			
5	I can count forwards and backwards with positive and negative whole numbers, in different contexts.			
6	I can solve problems involving all of the above and can reason about place value and numbers.			
<b>Addition, Subtraction, Multiplication and Division</b>				
7	I can use different methods to add and subtract numbers mentally with increasingly large numbers.			
8	I can add and subtract whole numbers with more than 4 digits, using formal written methods.			
9	I can multiply and divide numbers mentally, drawing upon known and derived facts.			
10	I can multiply numbers up to 4 digits by a two-digit number using a written method.			
11	I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders.			
12	I can identify the properties of numbers i.e. prime, factor, multiple, square and cube.			
13	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.			
14	I can solve problems involving all of the above, including those with multiple steps.			
<b>Fractions, Decimals and Percentages.</b>				
15	I can compare and order fractions whose denominators are all multiples of the same number.			
16	I can identify and write equivalent fractions including tenths and hundredths.			
17	I can add, subtract and multiply fractions.			
18	I can recognise and convert between mixed numbers and improper fractions.			
19	I can recognise fraction, decimal and percentage equivalents.			
20	I can write percentages as a fraction and as a decimal.			
21	I can read, write and order decimal numbers up to 3 decimal places.			
22	I can round decimals with two decimal places to the nearest whole number and to one decimal place.			
23	I can solve problems involving all of the above, including those with multiple steps.			

Measures			
24	I can convert between different units of metric measures.		
25	I can measure and calculate the perimeter of compound shapes in centimetres and metres.		
26	I can measure and calculate the area of compound shapes in centimetres and metres.		
27	I can solve problems involving measure using decimal notation, including scaling.		
Geometry - Shape			
28	I can identify 3-D shapes from their nets.		
29	I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.		
30	I can draw given angles, and measure them in degrees.		
31	I can identify, estimate and compare acute, obtuse and reflex angles.		
32	I can use known facts to estimate and calculate missing angles and lengths.		
Geometry - Position, Direction & Motion			
33	I can identify, describe and represent the position of a shape following a reflection or translation.		
Statistics			
34	I can complete, read and interpret information in tables, including timetables.		
35	I can solve comparison, sum and difference problems using information presented in a line graph.		
Secure + Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.			
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.		
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.		
S+	I can explain, justify and prove my answers when reasoning.		

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- 5E - vast majority of statements in the emerging column ticked and dated.
- 5D - vast majority of statements in the developing column ticked and dated.
- 5S - all bold statements ticked and dated in the secure column.
- 5S+ - all bold and secure + statements ticked and dated in the secure column.

#### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.

## Stage 6 Maths Assessment

Assessment Criteria		emerging	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit, including up to 3 d.p.			
2	I can round numbers with up to 3 decimal places.			
3	I can solve number problems including those with negative numbers in different context.			
<b>Addition, Subtraction, Multiplication and Division</b>				
4	I can calculate mentally, including with mixed operations and large numbers.			
5	I can multiply numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.			
6	I can divide numbers of up to 4 digits by a two-digit number using the formal written method of long division or short division where appropriate.			
7	I can multiply and divide numbers involving decimals.			
8	I can interpret remainders as whole number remainders, fractions, or by rounding, according to the context.			
9	I can multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.			
10	I can use my knowledge of the order of operations to calculate.			
11	I can identify common factors, common multiples and prime numbers.			
12	I can solve problems involving all of the above.			
<b>Fractions, Decimals and Percentages.</b>				
13	I can recall and calculate equivalences between fractions, decimals and percentages.			
14	I can compare and order fractions including mixed numbers and improper fractions.			
15	I can add and subtract fractions with different denominators and mixed numbers.			
16	I can multiply simple pairs of proper fractions.			
17	I can divide proper fractions by whole numbers.			
18	I can reduce a fraction to the simplest form.			
19	I can calculate fractions and percentages of quantities.			
20	I can solve problems involving fractions, decimals and percentages.			
<b>Ratio and Proportion</b>				
21	I can use simple ratio and proportion.			
22	I can solve problems involving ratio and proportion, including scale factor of shapes.			
<b>Algebra</b>				
23	I can use simple formulae.			
24	I can generate and describe linear number sequences.			
25	I can find pairs of numbers that satisfy an equation.			
<b>Measures</b>				
26	I can estimate, calculate and compare the volume of cubes and cuboids.			

27	I can the area of a triangle and a parallelogram.			
28	I can solve problems involving perimeter, area and volume of shapes.			
29	I can solve problems involving converting units of measure, using decimal notation up to three decimal places where appropriate.			
<b>Geometry - Shape</b>				
30	I can compare and classify shapes based on their properties.			
31	I can illustrate and name parts of circles, including radius, diameter and circumference.			
32	I can use mathematical reasoning to find missing angles.			
<b>Geometry - Position, Direction &amp; Motion</b>				
33	I can describe positions on the full co-ordinate grid using all four quadrants.			
34	I can draw and translate simple shapes on a full co-ordinate grid and reflect them in the axes.			
<b>Statistics</b>				
35	I can interpret and construct pie charts and line graphs use these to solve problems.			
36	I can calculate and interpret the mean as an average.			
<b>Secure +</b>				
<b>Children judged to be working at S+ should have sufficient evidence of the statements below, as well as scoring highly within their termly tests.</b>				
S+	I can use my rapid recall and secure knowledge of number to solve complex problems both efficiently and accurately.			
S+	I can solve problems, involving all aspects of maths, where the approach is not immediately obvious.			
S+	I can explain, justify and prove my answers when reasoning.			

### Tracking Progress and Making Judgements-Spring and Summer

Teachers should make judgements based on maths evidence gathered from a range of sources, including standardised test scores.

#### Guidelines:

- 3E - vast majority of statements in the emerging column ticked and dated.
- 3D - vast majority of statements in the developing column ticked and dated.
- 3S - all bold statements ticked and dated in the secure column.
- 3S+ - all bold and secure + statements ticked and dated in the secure column.

#### Autumn Term

Taking into account that not all topics will have been covered by the end of the autumn term, teachers should be guided by whether children are deemed to be emerging (Autumn ARE) or developing (Autumn Above ARE) within the areas taught so far, as well as their end of term test scores.