

ASSESSMENT FOCUS		APP MATHS NUMBER TRACKER - LEVEL 1		
		1c	1b	1a
Using and Applying	Problem solving	*I am beginning to understand maths ideas in everyday situations by using them in role play	*I am beginning to count and measure by direct comparison in practical maths activities	* I can sort, count and measure by direct comparison in practical maths activities
	Communicating	* With support I can represent my maths work with objects and pictures	* I am beginning to represent my maths work with objects and pictures	*I can represent my maths work with objects and pictures *I can discuss my maths work
	Reasoning	*With support I can draw simple conclusions from my work *I can recognise a simple pattern (eg clap/stamp)	*I am beginning to draw simple conclusions from my work *I am beginning to continue a simple pattern (eg red/blue/red)	*I can draw simple conclusions from my work (eg Which is the largest set) *I can continue a simple pattern (eg red/red/blue/orange)
Number	Number system	* I am beginning to read, write, count and order numbers to 10	* I can read, write, count and order numbers to 10 * I know one more/less for numbers to 10 * I can count in 2s to 10	*I can read, write, count and order numbers to at least 10 (eg 15) *I know one more/less for numbers to at least 10 *I can count in 2s to at least 10 *I am beginning to count in 5s and 10s
	Fractions and decimals	*I am beginning to recognise one half (eg orange)	* I can use the fraction one half (eg fold paper in half)	* I can practically half an even number of objects to 10
Calculating	Operations	*I am beginning to know that addition is the combining of two groups of objects and subtraction is taking them away	* I know that addition is the 'total' of two sets *I know that subtraction is 'taking away' and finding out how many are left	*I am beginning to use the vocabulary related to addition and subtraction (eg add, subtract)
	Mental maths	*I am beginning to add and subtract numbers to 10	*I can add and subtract numbers to 10	*I can add and subtract to at least 10 *I am beginning to recall some addition facts to 10 (eg 5 +5)

	Solving numerical problems	*I am beginning to add and subtract numbers to 10	* I can add and subtract numbers to 10	* I can add and subtract numbers to at least 10 * I am beginning to recall some subtraction facts to 10 (eg $10 - 2 = 8$)
	Written methods	*I am beginning to record my work using + and =	* I am beginning to record my work using + and - and =	* I can record my work using + and - and =

To award **a sub level** then best fit should employed. To award **a level** then the majority should have been achieved. In both cases number **and** shape, data and measures should be considered.

ASSESSMENT FOCUS		APP MATHS SHAPE DATA MEASURES TRACKER - LEVEL 1		
		1c	1b	1a
Shape	Properties	*I am beginning to recognise circles, squares, triangles, rectangles *I am beginning to use everyday language to describe the properties of 2D and 3D shapes	*I can name circles, squares, triangles, rectangle *I can sort simple 2D and 3D shapes * I can use everyday language to describe the properties of 2D and 3D Shape	* I can name circles, squares, triangles, rectangle and I am beginning to recognise a cube, cuboid, cylinder, sphere and cone
	Position and movement	* I can describe positions (eg behind, on top of)	*I know forwards, backwards and turn	* I can describe positions (eg front /first) and movements (eg forwards)
Measures		*I am beginning to order the events in the day * I can order using direct comparison	*I am beginning to order the days of the week *I am beginning to find objects longer/shorter than a metre, lighter /heavier than a kilogram, that hold more/less than a litre *I know o'clock	*I can order at least 3 events or objects *I can order the days of the week * I can find objects longer/shorter than a metre, lighter /heavier than a kilogram, holds more/less than a litre *I know o'clock and the half hour

Data	Processing/ representing	* I am beginning to sort objects using one criterion	* I can sort objects using one criterion	* I can sort objects and represent them in a Venn/Carroll diagram using one criterion. *With support I can create a simple block graph
	Interpreting	* I am beginning to discuss how I sorted the objects	* I can explain how I have sorted objects	* I can draw simple conclusions from the objects I have sorted (eg largest set)

ASSESSMENT FOCUS		APP MATHS NUMBER TRACKER - LEVEL 2		
		2c	2b	2a
Using and Applying	Problem solving	* I use maths with increasing accuracy in classroom activities (eg role play)	* I can find a starting point and relevant information when problem solving	* I am beginning to adopt a systematic approach or suggested model to solve a problem
	Communicating	* I listen to explanations and I can record my work	* I can use mathematical language to discuss my work	*I can represent my maths work with simple diagrams and symbols *I am beginning to describe strategies used
	Reasoning	*I can continue patterns of numbers and shapes (eg triangle, circle, square, square or 2,4,6,8)	*I can predict what will come next in a simple spatial pattern/sequence and continue it.	*I can explain why an answer is correct
Number	Number system	* I am beginning to read, write, count, and order numbers to 100 * I can count in 2s,5s, 10s	*I can read, write, count, and order numbers to 100 *I know the value of the digits * I know odd and even numbers	* I can read, write, count, and order numbers to at least 100 *I know the value of the digits *I can continue a number sequence increasing/ decreasing in regular steps and find missing numbers in the sequence
	Fractions and decimals	*I can shade one half/quarter of a shape	* I can find one half/quarter of a set of objects	* I can find one half/quarter/three-quarters of a set of objects and shade a shape including those divided into equal regions (eg twelfths)
Calculating	Operations	*.I am beginning to recognise number statements (eg $6 + 8 = 14$, $8 + 6 = 14$)	*I can make all related number sequences (eg $6 + 8 = 14$, $8 + 6 = 14$, $14 - 6 = 8$, $14 - 8 = 6$)	*I know that halving/doubling, addition/subtraction are inverse operations

	Mental maths	<ul style="list-style-type: none"> *I can add mentally a one digit number/multiple of 10 to any two digit number. (eg $18 + 7 =$, $24 + 20 =$) *I can recall addition facts to 10 *I can recognise the multiples of 2, 5, 10 *I know the doubles of numbers to $10 + 10$ 	<ul style="list-style-type: none"> *I can add / subtract mentally a one digit number/multiple of 10 to/from any two digit number (eg $18 + 7 =$, $24 + 20 =$, $38 - 7 =$, $57 - 20 =$) *I can recall addition facts to 20 *I can add/subtract multiples of 10 (eg $30 + 70 =$) *I can work out the halves of numbers to 20 *I know the multiplication tables: 2x, 5x, 10x 	<ul style="list-style-type: none"> *I know the multiplication tables: 2x, 5x, 10x and the corresponding division facts *I know the halves of numbers to 20 *I know significant doubles (eg $10 + 10$, $50 + 50 =$)
	Solving numerical problems	<ul style="list-style-type: none"> *I can solve simple addition and subtraction problems 	<ul style="list-style-type: none"> *I can solve addition/subtraction problems including money /measures *I am beginning to solve multiplication/division problems (eg repeated addition/subtraction) 	<ul style="list-style-type: none"> *I can solve addition /subtraction, multiplication /division problems including money /measures * I can work out the value of a missing number (eg $30 - \quad = 24$, $\quad - 2 = 6$)
	Written methods	<ul style="list-style-type: none"> *I can add /subtract a one digit number to/from a two digit number (eg $18 + 7 =$, $38 - 7 =$) *I can add/subtract a multiple of 10 to/from a two digit number (eg $24 + 20 =$, $38 - 20 =$) 	<ul style="list-style-type: none"> *I can add/ subtract two, two digit numbers (eg $34 + 16 =$, $45 - 21 =$) using practical/informal methods (eg partitioning) 	<ul style="list-style-type: none"> * I am beginning to use a more formal written method for addition/subtraction (eg column)

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ASSESSMENT FOCUS		APP MATHS SHAPE DATA MEASURES TRACKER - LEVEL 2		
		2c	2b	2a
Shape	Properties	<ul style="list-style-type: none"> *I can name a circle, square, triangle, rectangle, cube, cylinder, sphere, cuboid, cone *I am beginning to recognise a pentagon, hexagon, octagon, pyramid 	<ul style="list-style-type: none"> *I can name a circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cylinder, sphere, cuboid, cone, pyramid 	<ul style="list-style-type: none"> *I can name the shapes in Level 2b and describe some of their properties (eg number of sides/edges, corners, faces) *I can sort 2D shapes (eg shapes with right angles) and 3D shapes (eg flat/curved faces)

	Position and movement	* I can describe the position of objects (eg first, second, third)	*I know the difference between straight and turning movements *I know left/right *I know clockwise/anticlockwise	* I can recognise right angles/quarter turns *I can give directions and programme a robot along a path
Measures		*I can use non standard measures and I am beginning to use standard measures *I know o'clock, half and quarter hours	*I can measure length and mass using whole metres and kilograms *I can draw and measure lines to the nearest centimetre *I am beginning to tell the time in 5 minute intervals	*I can use whole metres and kilograms and I am beginning to use litres *I can read scales to the nearest divisions (eg 2, 5, 10) * I can tell the time in 5 minute intervals and work out time durations that do not go over the hour
Data	Processing/representing	*I can sort objects using more than one criterion (eg triangle/not triangle, blue/not blue)	* I can collect data and record it in a simple list, table, pictogram	* I can collect data and record it in a simple block graph/ computer database.
	Interpreting	* I can discuss how I sorted the objects	* I can draw simple conclusions about the data in a simple list, table, pictogram	* I can draw simple conclusions about the data in a simple block graph/computer database and pose questions about the data

ASSESSMENT FOCUS		APP MATHS NUMBER TRACKER - LEVEL 3		
		3c	3b	3a
Using and Applying	Problem solving	*I can put a maths problem into my own words and find the important information needed to solve it.	* I can solve a one/two step problem involving numbers, money, measures, time	* I try different approaches to overcome difficulties when problem solving
	Communicating	* I can describe strategies used	* I can discuss my maths work, explain my thinking and use appropriate maths language	* I can organise my work and check my results * I can use and interpret a wider range of maths symbols and diagrams
	Reasoning	*I can review my work and ask questions about it	*I am beginning to recognise general statements/ patterns/ relationships to solve problems	*I can understand a general statement by finding examples to match it

Number	Number system	*I am beginning to read, write, order, count, order numbers to 1000	*I can read, write, order, count, order numbers to 1000 *I can round 2 digit and 3 digit numbers to the nearest 10/100 *I can multiply whole numbers by 10	*I can read, write, count and order numbers to at least 1000 *I know the value of the digits and can partition numbers * I can divide whole numbers by 10 *I can recognise negative numbers and continue positive /negative number sequences and find missing numbers
	Fractions and decimals	*I can use fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$ etc in shapes	* I can use fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$ and $\frac{2}{5}$, $\frac{4}{10}$ in shapes	* I can use fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$ for sets of objects *I can recognise some fractions that are equivalent to $\frac{1}{2}$ *I am beginning to use decimal notation in context (eg £3.06 = 306p)
Calculating	Operations	*I can find a division fact from a multiplication fact (eg $14 \times 5 = 70$, $70 \div 5 = 14$)	* I can find the associated number statements for a given multiplication fact (eg $14 \times 5 = 70$, $70 \div 5 = 14$, $70 \div 14 = 5$)	* I can use inverses in number problems (eg I think of a number, double it and add 5. The answer is 35. What is the number?) *I can understand the = sign in balancing equations (eg $7 \times 10 = 82 -$)
	Mental maths	* I know number pairs that total 100 (eg $37 + 63 = 100$)	*I know the multiplication tables: 2x, 3x, 4x, 5x, 6x, 10x *I know the complements of number additions to 100 (eg $100 - 37 = 63$) * I understand that to find a quarter of a number I can half it and half it again	*I know the multiplication tables: 7x , 8x, 9x *I can add/subtract two, two digit numbers mentally (eg $39 + 19 = 58$, $91 - 35 = 56$) *I know the doubles of numbers to 50 (eg $32 + 32 =$)
	Solving numerical problems	*I can solve more complex one step problems (including money and measures) that involve any of the four operations	* I can use the mental recall of addition and subtraction facts to 20 to solve problems *I can solve two step problems that involve addition and subtraction	* I can solve two step problems (including money and measures) that involve any of the four operations and remainders
	Written methods	* I can add and subtract two, two digit numbers using a column method, including carrying down and borrowing	* I can add and subtract two, three digit numbers using a column method , including carrying down and borrowing * I can add and subtract decimals in context (eg money) * I can multiply a two digit numbers by 2,3,4,5, 6, 10	* I can divide a two digit numbers by 2,3,4,5,10 with whole number answers and remainders

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ASSESSMENT FOCUS		APP MATHS SHAPE DATA MEASURES TRACKER - LEVEL 3		
		3c	3b	3a
Shape	Properties	<p>*I can describe the properties of the shapes in Level 2b (eg flat faces, curved edges)</p> <p>*I can sort the shapes in Level 2b using more than one criterion (eg pentagon/not pentagon or edges equal/not equal)</p> <p>* I can recognise right angles in different orientations</p>	<p>*I understand 'regular' and 'irregular'</p> <p>*I can name 'acute' and 'obtuse' angles *I can name 'right angled ' and 'equilateral' triangles</p> <p>*I can draw the reflection of a shape in a mirror line</p> <p>* I am beginning to recognise the nets of a cone, cube, cuboid, triangular prism, triangular/square based pyramid</p>	<p>*I can recognise the nets of a cone, cube, cuboid, triangular prism, triangular /square based pyramid</p> <p>* I can compare and order angles less than 180°</p>
	Position and movement	<p>* I can recognise the shapes in Level 2b in different orientations</p> <p>*I can draw the reflection of a shape in a vertical/horizontal mirror line which is along the side of the shape</p> <p>*I can give directions using left and right</p>	<p>*I can draw the reflection of a shape in a vertical/horizontal mirror line which does not touch the sides of the shape</p> <p>*I can give directions using clockwise and anti clockwise</p>	<p>* I can reflect a shape in a diagonal mirror line which runs along the side of the shape * I can give directions using 90° /quarter turns</p>
Measures		<p>*I can tell the time to the nearest 5 minutes and calculate time durations that go over the hour</p> <p>*I can use m/cm, kg/g, l/ml and I know which measuring tool to use</p> <p>* I can draw and measure lines to the nearest $\frac{1}{2}$ cm</p>	<p>*I can use km/ m/cm, kg/g, l/ml and I know which units to use</p> <p>*I can read scales (eg 2, 10) to the nearest half division</p> <p>*I can tell the time to the nearest minute</p> <p>*I understand angle as a measure of turn and know 360° is a whole turn</p>	<p>*I can use km/ m/cm /mm, kg/g, l/ml and I know which units to use</p> <p>*I can find the area of shapes by counting squares</p> <p>*I am beginning to find the perimeter of squares and rectangles</p> <p>* I can tell the time, know am/pm and I can calculate time intervals</p>

Data	Processing/ representing	* I can gather data to answer a question using a tally chart and frequency (totals) table	*I can use a Venn /Carroll diagram using more than one criterion (eg right angles and equal sides)	* I can construct a bar chart (eg scale of 2) and pictogram (eg one symbol represents 10)
	Interpreting	* I can interpret a tally chart and frequency (totals) table	* I can extract and interpret information in bar charts, pictograms, Venn/Carroll diagrams	* I understand 'certain' and 'impossible' in probability.

ASSESSMENT FOCUS		APP MATHS NUMBER TRACKER - LEVEL 4		
		4c	4b	4a
Using and Applying	Problem solving	* I am beginning to use a wider range of strategies to solve one /two step problems	* I can use my own strategies for solving one /two step problems using all four operations	* I can use my own strategies for solving problems including decimals and using a calculator
	Communicating	*I am beginning to present my work in a clear and organised way	* I can present my work in a clear and organised way	* I can present my work in a clear and organised way and explain my work using maths language
	Reasoning	*I can identify patterns as I work from my own generalisations.	*I can search for a solution.	*I can search for a solution by trying my own ideas.
Number	Number system	*I can read, write, count and order numbers to 10,000 and know the value of the digits *I can round four digit numbers to the nearest 10/100/1000 *I can multiply/divide integers by 10/100/1000 * I can use inequalities (eg $-3 > -5$)	*I can read, write, count and order numbers to 100,000 and know the value of the digits *I can round five digit numbers to the nearest 10/100/1000 *I know multiples, factors, square numbers, prime number	*I can read, write, count and order numbers to 1 million and know the value of the digits *I can round six digit numbers to the nearest 10/100/1000
	Fractions, decimals, percentage and ratio	*I can recognise equivalent fractions in diagrams (eg $\frac{3}{4} = \frac{6}{8}$) *I can understand mixed numbers and position them on a number line *I know pairs of fractions that total 1 *I can use and order decimals to 1dp and continue a decimal number sequence inc. negative numbers *I understand and know simple percentages (eg 10%, 25%, 50%, 75%, 100%) and know their fraction equivalents *I can find fractions of shapes /numbers (eg $\frac{3}{8}$ of a 6 x4 rectangle, $\frac{1}{5}$ of 30)	*I can recognise simple equivalence between fractions, decimals and percentages (eg $\frac{1}{2}, \frac{1}{4}, \frac{1}{10}, \frac{3}{4}$) * I can convert mixed numbers to improper fractions and vice versa. *I can use and order decimals to 2dp and continue a decimal number sequence inc. negative numbers *I can find simple percentages (eg 10%, 25%, 50%, 75%) of quantities.	*I can use and order decimals to 3dp and continue a decimal number sequence inc. negative numbers *I can solve problems involving proportions of quantities (eg increase the quantities in a recipe for 2 people to feed 6 people) *I can find percentages (eg 30%, 60%,) of quantities (multiples of ten)

Calculating	Operations	*I can use inverses in number problems	* I can complete balancing equations with all four operations (eg $7 \times 10 = 82 - P$)	* I can use brackets in simple calculations
	Mental, written and calculator methods	*I know the multiplication tables : 2x to 12x *I can halve whole numbers (eg 126,23) *I can use a calculator when appropriate and know that for example 4.50 is £4.50 in the context of money *I can use addition and subtraction facts for pairs of multiples to 1000(eg $300 + 700 = 1000$) *I can add/subtract four/five digit numbers * I can multiply/divide a four/five digit number by a single digit (with no remainders)	*I know the division facts for the multiplication tables: 2x to 12x *I can use my multiplication tables knowledge to calculate with multiples of 10 (eg 30×7 , $180 \div 6$) * I know complements of 1000 (eg $1000 - 350 = 650$) *I can add/subtract four/five digit numbers including decimals *I can divide a four/five digit number by a single digit where there is a remainder *I can halve decimals	*I can use a range of efficient mental methods of computations with the four operations *I can multiply a decimal to 1 dp by a single digit (eg $36.2 \times 8 =$) *I can multiply a two digit number by a two digit number (TU \times TU)
	Solving numerical problems	* I can do simple calculations using negative numbers	* I can solve two step word problems with or without a calculator	* I can check the reasonableness of my answer
	Algebra	* I can read and plot coordinates in the first quadrant	*I can read and plot coordinates in the two upper quadrants	*I am beginning to use simple formulae expressed in words

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ASSESSMENT FOCUS		APP MATHS SHAPE DATA MEASURES TRACKER - LEVEL 4		
		4c	4b	4a
Shape	Properties	*I can name and draw polygons from 3 to 12 sides and can describe their properties * I can draw the nets of the 3D shapes listed in Level 3b	*I can recognise quadrilaterals - square, rectangle, trapezium, parallelogram, rhombus, kite and describe their properties *I can recognise right angled, isosceles, equilateral and scalene triangles and describe their properties *I know vertical, horizontal and congruent	*I can draw an oblique line of symmetry in a shape

	Position and movement	<p>*I can draw polygons in different orientations on a grid</p> <p>* I can reflect a shape in a diagonal mirror line where the line does not touch the shape</p>	<p>*I can complete a shape (eg rectangle) which has two sides drawn at an oblique angle on a grid</p> <p>* I can translate a shape horizontally and vertically</p>	<p>*I am beginning to rotate a shape about its centre or vertex</p>
Measures		<p>*I know and can use the units of measure in length, mass, capacity. I can use decimal notation (eg 3.06m =3m 6cm) *I can use timetables and calendars *I can find the perimeter of simple shapes (eg squares/rectangles) * I can use the 24 hour clock</p>	<p>*I can draw and measure acute angles</p> <p>*I can calculate angles along a straight line</p>	<p>*I can measure accurately in mm</p> <p>* I can draw and measure acute/obtuse angles</p> <p>*I can find the area of a shape that can be divided into small squares (eg centimetre squares) by counting the squares/ part squares.</p>
Data	Specifying the problem. Planning and collecting data	<p>*I can plan an investigation and know what data to collect</p>	<p>*I can collect discrete data (eg record how many scores of 6 in fifty throws of the dice) and record in a frequency table</p>	<p>* I can group data into equal class intervals</p>
	Processing/representing	<p>* I can calculate the median of a set of data</p>	<p>* I can use Venn/Carroll diagrams using two criteria such as 'multiples of 8' and 'multiples of 6'</p>	<p>* I can draw a line graph</p>
	Interpreting	<p>*I understand 'certain', 'impossible', 'more likely', 'equally likely', 'fair', 'unfair' in probability.</p>	<p>* I can interpret data in frequency tables</p>	<p>* I can interpret data in line graphs with various scales</p>

ASSESSMENT FOCUS	APP MATHS NUMBER TRACKER - LEVEL 5		
	5c	5b	5a

Using and Applying	Problem solving	<p>* I can solve multistage problems by breaking down them down into simpler steps and applying a range of strategies</p> <p>*I can check my answers to make sure they are reasonable</p>	* I can make a prediction	* I can test a prediction
	Communicating	* I can explain using maths language how I solved a problem	* I can plan a line of enquiry	* I can explain a line of enquiry
	Reasoning	*I can explain my reasoning and give simple conclusions to problem solving	*I can provide evidence to prove /disprove a prediction	* I can explain whether a line of enquiry has proved conclusive
Number	Number system	<p>*I can multiply/divide whole numbers and decimals by 10/100/1000</p> <p>*I can round decimals to 3dp and position them on a number line</p>	* I can make generalisations about number sequences and reason whether a number will be in that sequence.	* I can read, write, count and order numbers to at least 1000000 and know place value * I have a sound understanding of the number system including fractions, decimals, percentages
	Fractions, decimals, percentage ratio proportion	<p>*I can find equivalent fractions</p> <p>*I can reduce a fraction to its simplest form *I can convert fractions, decimals, percentages and place in order</p> <p>*I can express one quantity as a percentage of another (eg £400 as a percentage of £600) * I can calculate simple fractions/percentages of quantities (eg $\frac{3}{8}$ of 980g, 15% of 360)</p>	<p>*I can order fractions with different denominators</p> <p>*I can order decimals with mixtures of 1dp, 2dp, 3dp</p> <p>*I can understand simple ratio and can solve problems involving direct proportion by scaling up/down</p> <p>* I can calculate simple percentages of quantities (eg 15% of £3.60) and use in problem solving (eg find sale prices - Reduce £260 by 25%)</p>	<p>* I can reduce a ratio to simplest form and use it in problem solving by multiplying (eg given the ingredients in a recipe for 5 people, calculate the quantities needed for 8 people)</p> <p>* I can calculate percentages of quantities (eg 16% of £4.00)</p>
Calculating	Operations	*I can work out decimal calculations using related multiplication/division facts (eg $0.8 \times 7 = 5.6$, $4.8 \div 6 = 0.8$)	<p>*I can calculate decimal complements (eg $100 - 63.8 = 36.2$)</p> <p>*I can use brackets and inverses effectively (eg $(24 + P) \div 6 = 5$)</p>	*I can use the commutative (eg $95 + 86 = 86 + 95$) associative (eg $25 + 17 + 18 = (25 +17) +18$ and distributive (eg $2 (P + 2) = 2P + 4$) laws
	Mental, written and calculator methods	<p>*I can multiply HTU \times TU including problem solving</p> <p>*I can multiply a decimal to 2 dp by a single digit (eg $38.24 \times 6 = 229.44$)</p>	<p>*I can divide HTU \div TU including problem solving</p> <p>*I can divide decimals up to 2dp by a single digit</p> <p>*I can express a quotient as a fraction/decimal (eg $67 \div 5 = 13.4$ or $13 \frac{2}{5}$)</p>	<p>*I know the square roots of numbers up to 12×12</p> <p>*I can competently carry out all the four operations using integers and decimals and use a calculator competently (eg find a percentage)</p> <p>* I can rapidly recall a wide range of number facts including fractions, decimals and percentages</p>
	Solving numerical problems	* I can order negative numbers in problem solving	* I can add and subtract negative numbers in problem solving	* I can check answers using inverses
	Algebra	* I can use and plot coordinates in all four quadrants	<p>*I can use formulae (eg $n-2$ means 2 less than n)</p> <p>* I can use symbols to represent an unknown number (eg $3n = 30$ $n =10$)</p>	*I can find what symbols represent in formulae (eg $3n - 2 =43$ and so $n=15$)

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		5c	5b	5a
Shape	Properties	<ul style="list-style-type: none"> *I can understand parallel and perpendicular * I can classify quadrilaterals using their properties (eg number of parallel sides) 	<ul style="list-style-type: none"> *I can reason about triangles/quadrilaterals (eg given the perimeter and length of one side of an isosceles triangle, I can find the length of all sides) *I can find unknown coordinates (eg given the coordinates of three vertices of a parallelogram, find the fourth coordinate) * I know the sum of the angles in a triangle/along a straight line is 180° and around a point is 360° and I can calculate unknown angles. 	<ul style="list-style-type: none"> * I can draw a parallelogram/trapezium of a given area on a square grid
	Position and movement	<ul style="list-style-type: none"> *I can rotate shapes through 90° and 180° where the centre of rotation is the vertex/centre of the shape. 	<ul style="list-style-type: none"> *I can reflect a 2D shape in an oblique mirror line where the shape does/does not cross the mirror line *I can translate a shape along an oblique line *I can recognise order of rotation symmetry 	<ul style="list-style-type: none"> *I can reflect a shape in two mirror lines where the shape is not parallel or perpendicular to either mirror *I can visualise a 3D shape from its net and match the vertices that will be joined * I can identify where patterns drawn on a 3D shape will occur on its net and vice versa.
Measures		<ul style="list-style-type: none"> *I can draw and measure all angles, including reflex angles, accurately *I can draw a triangle accurately, given an angle and the lengths of two sides *I can use the formula $L \times B$ to find the area of a square/rectangle. I can solve problems using this formula (eg given the area of a square I can find the length of a side) * I can find the length of a rectangle given the perimeter and width 	<ul style="list-style-type: none"> *I can find the area of a right angled triangle given the lengths of the two perpendicular sides * I can read and interpret scales on a range of measuring equipment *I can convert imperial/metric units (eg 8km =5 miles) 	<ul style="list-style-type: none"> *I can find the area and perimeter of a composite shape comprising of squares/rectangle given some of the sides. * I can find the surface area and volume of cubes and cuboids
Data	Specifying the problem, planning and collecting data	<ul style="list-style-type: none"> * I can decide whether a probability can be estimated or calculated 	<ul style="list-style-type: none"> * I understand that different outcomes may result from repeating an experiment 	<ul style="list-style-type: none"> *I can ask questions, plan and collect data to solve a problem

	Processing/ representing	<p>*I can understand and calculate the mean of a set of data</p> <p>*I can interpret the intermediate points on a line graph (eg conversion graph)</p>	<p>* I can use the probability scale 0 to 1</p> <p>*I can compare two probabilities to show likelihood (eg two spinners, which is more likely to give an even number)</p>	<p>*I can process data using a range of representations, using ICT where appropriate</p>
	Interpreting	<p>*I recognise the difference between discrete and continuous data</p> <p>* I can predict outcomes from data using the language of chance and likelihood.</p>	<p>*I can interpret bar graphs with grouped data *I can compare two distributions using the range and one from the mode, mean, median (eg Find five numbers where the mode is 6 and the range is 8)</p> <p>*I can interpret and compare pie charts (eg different sample size)</p>	<p>*I can interpret a range of data from a variety of representations and identify ways to extend the survey/investigation</p>