**Assessment criteria for Maths**

| **Learning Objective** | **Key Milestone indicators** |
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| To know and use numbers | Counting | * Count in multiples of 2 to 9, 25, 50, 100 and 1000.
* Find 1000 more or less than a given number.
* Count backwards through zero to include negative numbers.
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| Representing | * Identify, represent and estimate numbers using different representations.
* Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
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| Comparing | Order and compare numbers beyond 1000. |
| Place value | * Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).
* Round any number to the nearest 10, 100 or 1000.
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| Solving problems | Solve number and practical problems with increasingly large positive numbers. |
| To add and subtract | Checking | Estimate and use inverse operations to check answers to a calculation. |
| Using Number Facts | Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. |
| Complexity  | Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. |
| Methods | * Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate.
* Add and subtract numbers mentally, including:

- A three-digit number and ones- A three-digit number and tens- A three-digit number and hundreds |
| To multiply and divide | Methods | * Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
* Use place value, and known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers.
* Recognise and use factor pairs in mental calculations.
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| Checking | Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. |
| Complexity | Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems (such as *n* objects are connected to *m* objects). |
| Using multiplication and division facts | Recall multiplication and division facts for multiplication tables up to 12 × 12. |
| To use fractions | Solvingproblems | * Add and subtract fractions with the same denominator within one whole.
* Solve problems involving increasingly harder fractions.
* Add and subtract fractions with the same denominator.
* Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
* Solve simple measure and money problems involving fractions and decimals to two decimal places.
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| Recognisingfractions | * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* Round decimals with one decimal place to the nearest whole number.
* Compare numbers with the same number of decimal places up to two decimal places.
* Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10.
* Count up and down in hundredths; recognise that hundredths arise from dividing an object by 100 and dividing tenths by 10.
* Compare and order unit fractions and fractions with the same denominators.
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| Equivalence | * Recognise and show, using diagrams, families of common equivalent fractions.
* Recognise the equivalence of 2/4 and 1/2.Recognise and write decimal equivalents of any number of tenths or hundredths.
* Recognise and write decimal equivalents to 1/4, 1/2, 3/4.
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| To understand theproperties ofshapes | * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
* Recognise angles as a property of shape or a description of a turn.
* Identify right angles; recognise that two right angles make a half turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater than or less than a right angle.
* Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
* Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
* Identify acute and obtuse angles and compare and order angles up to two right angles by size.
* Identify lines of symmetry in 2-D shapes presented in different orientations.
* Complete a simple symmetric figure with respect to a specific line of symmetry.
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| To describeposition, directionand movement | * Recognise angles as a property of shape and as an amount of rotation.
* Identify angles that are greater than a right angle.
* Describe positions on a 2-D grid as coordinates in the first quadrant.
* Describe movements between positions as translations of a given unit to the left/right and up/down.
* Plot specified points and draw sides to complete a given polygon.
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| To use measures | * Measure, compare, add and subtract: lengths/heights (m/cm/mm); mass/weight (kg/g); volume/capacity (l/ml).
* Measure the perimeter of simple 2-D shapes.
* Add and subtract amounts of money to give change (£ and p).
* Read, write and convert time between analogue and digital 12- and 24-hour clocks, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
* Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary.
* Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events.
* Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.
* Convert between different units of measure. (e.g. kilometre to metre, hour to minute).
* Measure and calculate the area and perimeter of a rectilinear figure (including squares) in centimetres and metres.
* Estimate, compare and calculate different measures, including money in pounds and pence.
* Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.
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| To use statistics | * Interpret and present data using bar charts, pictograms and tables.
* Solve one-step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables.
* Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
* Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
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| To use algebra | Solve addition and subtraction, multiplication and division problems that involve missing numbers. |

**Assessment criteria for Reading**

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| **Learning Objective** | **Key Milestone indicators** |
| To read words accurately | * Apply a growing knowledge of root words, prefixes and suffixes.
* Read further exception words, noting the spellings.
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| To understand texts | * Draw inferences from reading.
* Recall and summarise main ideas.
* Discuss words and phrases that capture the imagination.
* Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
* Prepare poems and plays to read aloud with expression, volume, tone and intonation.
* Identify recurring themes and elements of different stories.
* Recognise some different forms of poetry.
* Explain and discuss understanding of reading, maintaining focus on the topic.
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* Predict what might happen from details stated and implied.
* Identify main ideas drawn from more than one paragraph and summarise these.
* Identify how language, structure and presentation contribute to meaning.
* Ask questions to improve understanding of a text.
* Check that the text makes sense, discussing understanding and explaining meaning of words in context.
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**Assessment criteria for Writing**

**Composition**

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| **Learning Objective** | **Key Milestone indicators** |
| To write withpurpose | * Use the main features of a type of writing (identified in reading).
* Use techniques used by authors to create characters and settings.
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| To use imaginativedescription | * Create characters, settings and plots.
* Use alliteration effectively.
* Use similes effectively.
* Use a range of descriptive phrases including some collective nouns.
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| To organise writingappropriately | * Use organisational devices such as headings and subheadings.
* Use the perfect form of verbs to mark relationships of time and cause.

**For example:**• **present perfect:** she has arrived.• **past perfect:** By the time we arrived at the party, it had ended.• **future perfect:** By the time we arrive the party will have ended.* Use connectives that signal time, shift attention, inject suspense and shift the setting.
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| To use paragraphs | • Organise paragraphs around a theme.• Sequence paragraphs. |
| To use sentencesappropriately | * Use a mixture of simple, compound and complex sentences.
* Write sentences that include:

• conjunctions• adverbs• direct speech, punctuated correctly• clauses• adverbial phrases. |

**Transcription**

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| **Learning Objective** | **Key Milestone indicators** |
| To present neatly | * Join letters, deciding which letters are best left un-joined.
* Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
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| To spell correctly | * Use prefixes and suffixes, and understand how to add them.
* Spell homophones correctly.
* Spell correctly often misspelled words.
* Place the possessive apostrophe in words with regular and irregular plurals.
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| To punctuate accurately | * Use commas after fronted adverbials.
* Use and punctuate direct speech.
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**Analysis and Presentation**

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| **Learning Objective** | **Key Milestone indicators** |
| To analyse writing | * Use and understand grammatical terminology when discussing reading and writing:

Year 3: word family, conduction, adverb, preposition, direct speech, speech marks (inverted commas) prefix, consonant, vowel, clause, subordinate clauseYear 4: pronoun, possessive pronoun, adverbial. |
| To present writing | Read aloud to a group or whole class, using appropriate intonation. |