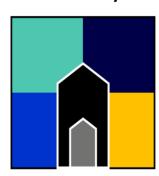
## An Daras Multi Academy Trust

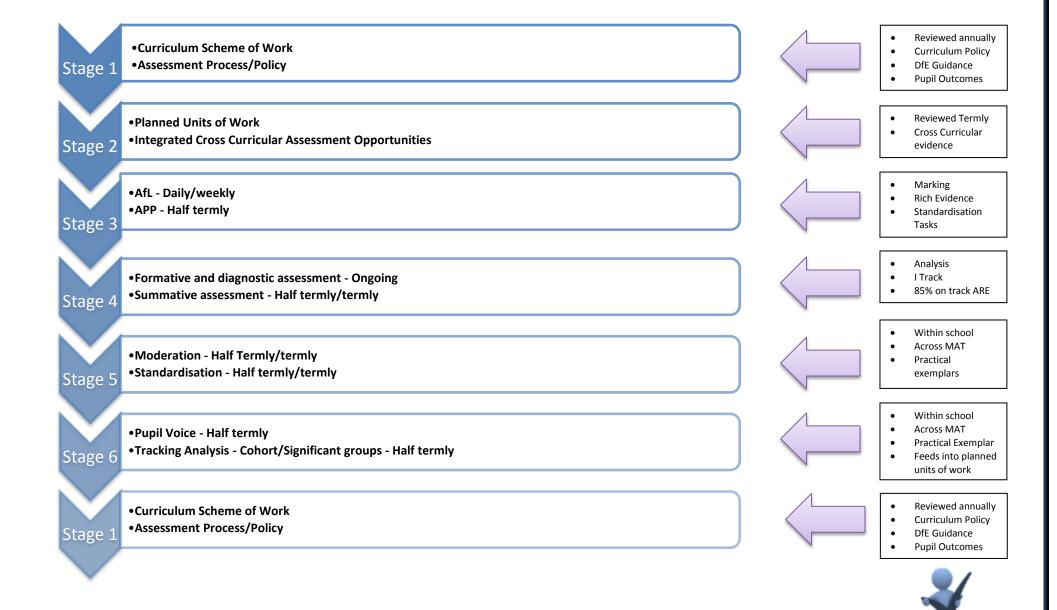




## **An Daras Multi Academy Trust**

## Assessing Pupil Progress – Mathematics (Y6)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Maths
Year Group:	Year 6
Agreed and Approved:	Sept 15 (v3)
Leader In Year Review Dates:	Sept 17
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	Maths Scheme of Learning 15
	Non-Negotiable 14
	Maths Policy 15
	Calculation Policy 15
	Assessment Policy 15
	Marking Policy 15



2

		「/ARE Maths	/Key	Pupil	Name	2:		Teri				Tern				Term				Are R Key:	elated	Expecta	ation	EM =	Emergi	ough Evi ing Indepe							
Cond	сер	ts (v3)		Class	Teach	ner:			umn 1: umn 2:			Sprir Sprir	•				mer 1: mer 2:							EXP = Expected EXP+ = Expected Plus EXC = Exceeding									
A/Nu place					on/sul	: btractio on/divis			lumber: tions	:		D/Ra	atio			E/Al	gebra			F/ Measurement				G/Ge	eomet	ry		H/Sta	H/Statistics				
numb	ers t eteri	write and o 10 000 mine the	000	numbe a two-	ers up digit w the for od of lo	•	gits by umber	factor fractor com expr	Use com ors to sin tions and nmon mu ress fract de denom	nplify I use Itiples t	the	invol <sup>1</sup> sizes wher be fo multi	of two e missii	relative quantiting ng value using in n and	es s can	E1. U	se simp	ole form	ulae	stand three includ	ard un decim ling co smalle	d and w its with al place nverting r to larg ce versa	up to s, g ger	accur	ately us	O shapes sing give and angl	en	consti line gi		charts			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC		
numb	er to equir		000	4 digit whole formal or long interpolapprojections	s by a numb I meth g divisi ret ren priate kt as w ers, fra	hole actions	git g the short d rs as	fract	Compare tions, inc tions > 1	cluding		invol of pe use c comp	ving the	oblems e calcula ges and ntages f	the for	linear		and de	ences.	involv and comeas notat places	onversi ure, us ion up s where	blems calculation of uing deci to 3 deci e appro	nits of mal cimal priate	and b shape nets.	uild sin	se, desc nple 3-D iding ma	aking	<b>H2C.</b> Calculate and interpret the mean as an average.					
EM	TI		EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC		
numb	ers i	egative n context ntervals a		4 digit numbe writte divisio approp	s by a er usin n meth n whe priate, nders a	g the fo	ormal short reting	fracti dend num cond	Add and tions wit ominator obers, usi cept of e	h differers and noing the	ent nixed	invol wher	e the so	3 oblems nilar sha cale fact n be fou	or is	numb	2 xpress r per prob raically	olems	4	f3. Convert between miles and kilometres				parts radius circur that t	of circles, diament of mference of he diament	and na es, inclu eter and ce and k neter of e the rad	ding I now a	1	2	3	4		
EM	TI		EXC	EM	TI	EXP	EXC	EM		EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC		
	2 3 4 1 2 3  Solve number blems and practical the order of the					of		2 Multiply roper fra		4 pairs		2 olve pr ving un	oblems	4		•	3 s of nun n equat			_	3 e that s ne areas			•	3 e/classif napes ba	•	1	2	3	4			

problems with number and place value from the Year 6 curriculum					calcul		o carry involvii ons.			ng the a	nswer i n.	n its	using	knowl	groupin edge of d multip	_	with t	two unl	exp	EXC	have different perimeters and vice versa				sizes a angle quad	eir prop and find s in any rilatera ar polys	d unkn / triang ls and	own	EM	TI	EXP	EXC
	"																2.0.												2.0.			LAC
1	1 2 3 4 1 2 3  B5. Solve addition, subtraction, multiplication and division problems.						4		2 vide pro ons by pers	•	4	1	2	3	4	1 2 3 4  E5. Enumerate possibilities of combinations of two variables.				1 2 3 4  F5. Recognise when it is possible to use formulae for area and volume of shapes				1 2 3 4  G5. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles				1	2	3	4	
EM	TI		EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	B6. Solve multi step addition and subtraction problems in less familiar contexts, deciding which operations and methods to use and why					ction niliar nd	with o	division nal fractalents	e a fract , calcula tion for a sin	ate									<b>F6.</b> Calculate the area of parallelograms and triangles				the fu	escribe II coord quadra	dinate g							
					EM	TI	EXP	EXC	EM	TI	EXP	EXC									EM	TI	EXP	EXC	EM	TI	EXP	EXC				
					calcul opera numb most meth estim in the probl	ations/litions/litions/liters, chappropod, includingle	oosing oriate luding determ xt of a approp	ixed the ining,	each given and d 10, 10	digit in to 3dp livide n 00 and	mumbers and mumbers 1000 gives 3dp.	r <mark>s</mark> ultiply by									and co cubes stand cubic and co and e	ompare and cu ard uni centim ubic me xtendin [for exa	3 c, estima e volum iboids u tts, inclu etres (cetres (mag to ot ample, i	ne of using uding cm³) 1³), her	simpl coord	2 raw and e shape inate p t them	s on th lane, a	e nd				
					1	2	3	4	1	2	3	4									1	2	3	4	1	2	3	4				
					B8. Pe calcul with i	erform ations,	mental includi operatio	ng	C8. Multiply 1 digit numbers with up to 2 dps by whole numbers																							
					EM	TI	EXP	EXC	EM	TI	EXP	EXC																				

		1	2	3	4	1	2	3	4										
			iples ar	commo nd prime		meth	ods in o	en divis ases whos as up to	nere										
		<b>EM</b>	<b>TI</b> 2	<b>EXP</b> 3	EXC 4	<b>EM</b> 1	<b>TI</b> 2	<b>EXP</b> 3	<b>EXC</b> 4										
						which be ro	requir unded t	roblems e answe to speci ccuracy	ers to fied										
						<b>EM</b> 1	<b>TI</b> 2	<b>EXP</b> 3	<b>EXC</b> 4										
						equive simple and p	alences e fracti ercenta ding in o	nd use betwe ons, dec ages, differen	en cimals										
						<b>EM</b>	<b>TI</b> 2	<b>EXP</b> 3	EXC 4										

Rich Evidence – Guidance	Autumn Term	Spring Term	Summer Term
Year 6	(Terms 1+2)	(Terms 3+4)	(Terms 5+6)
Formative	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests	Elicitation tasks Problem solving activities: at least 1 per week. Convince me/Prove it activities. Maths across the curriculum. Weekly Arithmetic Tests
Summative	Assessment tasks as per Headstart books (at distance min of 2 weeks)	Assessment tasks as per Headstart books (at distance min of 2 weeks)	Assessment tasks as per Headstart books (at distance min of 2 weeks)