An Daras
Multi Academy Trust

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Assessing Pupil Progress – Mathematics (Y4)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Maths**
Year Group:	**Year 4**
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 Non-Negotiable 14 Maths Policy 15 Calculation Policy 15 Assessment Policy 15 Marking Policy 15

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year4 Maths/Key Concepts (v3)	Pupil Name: Class Teacher:	**Term 1** Autumn 1: Autumn 2:	**Term 2** Spring 1: Spring 2:	**Term 3** Summer 1: Summer 2:	**Are Related Expectation Key:**	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Number: place value	**B/Number: addition and subtraction**	**C/Number: multiplication and division**	**D/Fractions**	**E/Measurement**	**F/ Geometry**	**G/Statistics**	**H/**
A1. Count in multiples of 6, 7, 9 and 25 and 1000	**B1.** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	**C1.** Recall multiplication and division facts for multiplication tables up to 12x12	D1. Recognise and show, using diagrams, families of common equivalent fractions	**E1.Convert between different units of measure (e.g. km to m, hour to minute)**	**F1. Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes**	**G1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs**	
EM 1 / TI 2 / EXP 3 / EXC 4	EM 1 / TI 2 / EXP 3	EM 1 / TI 2 / EXP 3 / EXC 4	EM 1 / TI 2 / EXP 3 / EXC 4	EM 1 / TI 2 / EXP 3 / EXC 4	EM 1 / TI 2 / EXP 3 / EXC 4	EM 1 / TI 2 / EXP 3 / EXC 4	
A2. Find 1000 more or less than a given number	**B2.** Check answers to addition and subtraction calculations by estimating and using inverse operations	**C2.** Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	D2. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	**E2.** Estimate and compare different measures, including money	**F2. Identify acute and obtuse angles and compare and order angles up to two right angles by size**	G2. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
EM 1 / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	
A3. Count backwards through zero to include negative numbers	**B3. Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why**	**C3.** Recognise and use factor pairs commutatively in mental calculations	**D3.** Recognise and write decimal equivalents of any number of tenths or hundredths and 1/4; 1/2; 3/4	**E3.** Measure the perimeter of a rectilinear figure (including squares) in cm and m	**F3.** Describe positions on a 2-D grid as coordinates in the 1st quadrant		
EM 1 / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4	EM **1** / TI 2 / EXP 3 / EXC 4		
A4. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens, and ones)		C4. Multiply two digit and three-digit numbers by a one digit number using formal written layout	D4. Add and subtract fractions with the same denominator	**E4.** Find the area of rectilinear shapes by counting squares.	F4. Describe movements between positions as translations of a given unit to the left/right and up/down		

EM 1	**TI** 2	**EXP** 3	**EXC** 4					**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4								
A5. Order and compare numbers beyond 1000								**C5.** Solve problems involving multiplying and adding, including integer scaling and harder correspondence problems such as n objects are connected to m objects				**D5.** Divide a one or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths				**E5.** Read, write and convert time between analogue and digital 12- and 24-hour clocks				**F5. Plot specified points and draw sides to complete a given polygon**							
EM 1	**TI** 2	**EXP** 3	**EXC** 4					**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4								
A6. Identify, represent and estimate numbers to 10 000 using different representations								**C6.** Divide two digit and three-digit numbers by a one digit number using formal written layout				D6. Rounds decimals with one decimal place to the nearest whole number				**E6.** Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days											
EM 1	**TI** 2	**EXP** 3	**EXC** 4					**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4	**EM** 1	**TI** 2	**EXP** 3	**EXC** 4												
A7. Round whole numbers to 10,000 to the nearest 10, 100 or 1000								.				**D7.** Compares numbers with the same number of decimal places up to two decimal places																			
EM 1	**TI** 2	**EXP** 3	**EXC** 4									**EM** 1	**TI** 2	**EXP** 3	**EXC** 4																
A8. Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers												**D8.** Solve problems involving harder fractions to calculate and divide quantities, including non-unit fractions where the answer is a whole number																			
EM 1	**TI** 2	**EXP** 3	**EXC** 4									**EM** 1	**TI** 2	**EXP** 3	**EXC** 4																
A9. Read Roman numerals to 100 (I to C) and know that over time,												**D9. Solve simple measure and money problems involving**																			

the numeral system changed to include the concept of zero and place value												**fractions and decimals to two decimal places**																			
EM	**TI**	**EXP**	**EXC**									**EM**	**TI**	**EXP**	**EXC**																
1	**2**	**3**	**4**									**1**	**2**	**3**	**4**																

Rich Evidence – Guidance Year 4	**Autumn Term** (Terms 1+2)	**Spring Term** (Terms 3+4)	**Summer Term** (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)