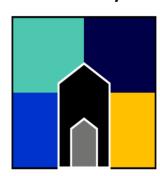
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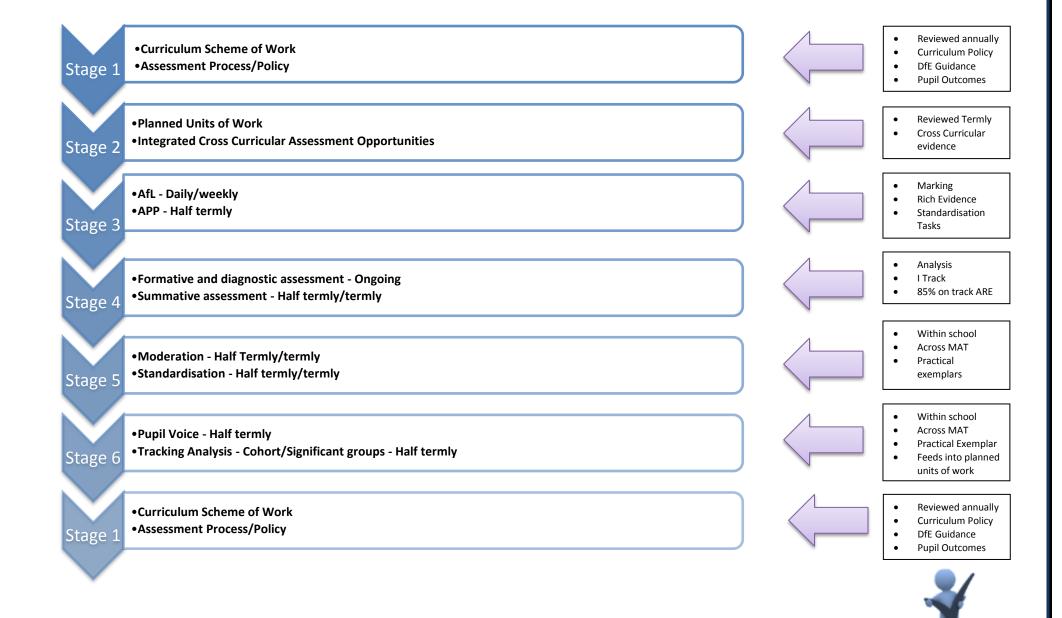




An Daras Multi Academy Trust

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



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Year Con	ADMAT/ARE Year4 Maths/Key Concepts (v3) A/Number: Pupil Name: Class Teacher:						Autu	mn 1: mn 2:			Sprin Sprin	g 1:			Sumi	mer 1: mer 2:			Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding								
place	value			additi	on and	l subtra		multi divisi		n and						ŕ		ment		·	/ Geometry G/Statistics							H/			
	ount in 1	5 and 10	000	numb digits writte colum subtra appro	ers wit using t in meth inar ad action v priate		4 nal	and d	ivision olicatio <12	ultiplica facts fo n tables	r s up	using of cor fraction		ns, fam equivale	ilies ent	differ meas hour	ent un ure (e to min	g. km to ute)	o m,	geom include of qua triang prope	etric sh ding dif adrilate gles, ba	ferent erals an sed on nd sizes	types d their	prese conti appro meth chart	nuous opriate ods, in s and t	rete an data us graphic cluding ime gra	ing cal bar phs				
EM	TI	EXP	EXC	EM	TI	EXP		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		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
more given	nd 1000 or less t number	than a		additi calcul and u opera	on and ations sing inv tions		ction nating	know to mu menta multip 1; divi multip three	oltiply a ally, incoolying by iding by olying t numbe	erived to a control of the control o	le	in hur that h when by on dividi	count up ndredth nundred dividin e hundi ng tenti	s; recog Iths aris g an ob red and hs by te	gnise se ject n	comp meas mone	ey .	ferent Icluding		obtus comp angle angle	e angle are and s up to s by siz	entify acute and e angles and are and order s up to two right s by size			and diff ems us mation narts, p s and o	present ictogra ther gra	ed in ms, aphs				
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				
throu	ount bad gh zero ive num	to inclunbers	ude	proble step a subtra decidi opera why	ems invadition in the control of the	in conte ich o use a	two- ext, nd	factor comm calcul	pairs nutative ations	e and u	ental	decim any n hundi 1/2; 3		valents of tenth and 1/4	of ns or ;	perin rectil (inclu cm ai	nd m	f a igure quares)		F3. Describe positions on a 2-D grid as coordinates in the 1 st quadrant											
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										
value four d	ecognise of each ligit nun sands, h	n digit ir mber nundred	ı a					digit a numb digit r	ers by a	ee-digit a one		fractio	dd and ons witl minator	n the sa		rectili		area of napes by nares.	s by between positions as												

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				
A5. O	rder ar	nd comp yond 10		'		C5. So involve adding integer harde proble	olve pr ing mu g, inclu er scalin r corre ems su ts are c	oblems Iltiplying	g and	D5. D digit r 100, i of the answ	ivide a number dentify digits	one or to s by 10 ing the in the nes, ten	wo- and value	E5. Reconve	ead, wr ert time gue and 4-hour	ite and betweed d digital	en	F5. Pl and d comp	F5. Plot specified points and draw sides to complete a given polygon						
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				
and e 10 00	stimat	, repres te numb g differe tions	ers to			three- one d	digit n igit nur	vo digit i umbers mber us en layou	by a ing	one d	ecimal	lecimals place to le numb	the	involv hours minut	olve proving cor s to min tes to se onths, w	nverting utes, econds,	years								
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								
numb		vhole 10,000 t 100 or 1								with t decim	he sam	es num e numb es up to places	er of												
EM	TI	EXP	EXC							EM	TI	EXP	EXC												
1	2	3	4							1	2	3	4												
pract numb from curric incres	ical pro	with large	with							involv to cal quant unit f	culate a cities, ir ractions er is a v	der frac and divi cluding where	de non-												
EM	TI 2	EXP 3	EXC 4							EM 1	TI 2	EXP 3	EXC 4												
A9 . R	ead Ro	man								D9. S	olve sir	nple													
		100 (I to nat over										l money olving	/												

the n chang conce value	ged to i ept of z	system nclude i ero and	the place							d decin									
EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4								

Rich Evidence – Guidance	Autumn Term	Spring Term	Summer Term
Year 4	(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)