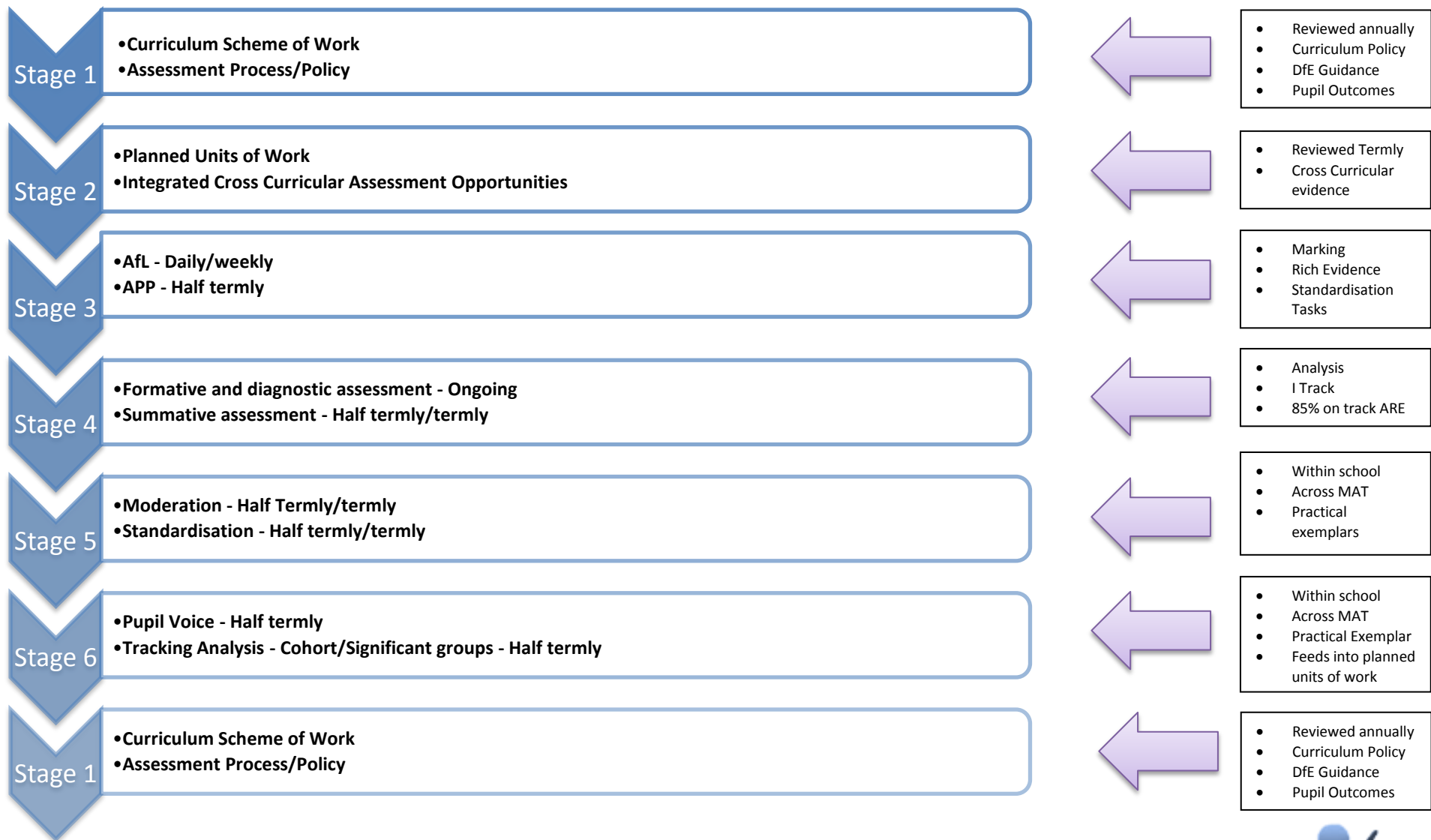




An Daras Multi Academy Trust

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



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 TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 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 TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 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 1 st quadrant									
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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									

