MILESTONE 2 (Years 3 and 4)
Assessment criteria for Maths

Learning Objective	Key Milestone indicators	
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.
	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.
	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.
	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.
	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	Solving problems	• 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.
	Recognising fractions	• 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.
	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.
To understand the properties of shapes	• 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.	
To describe position, direction and 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.	
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.
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.
To use algebra	Solve addition and subtraction, multiplication and division problems that involve missing numbers.

Assessment criteria for Reading

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.
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.

MILESTONE 2 (Years 3 and 4)
Assessment criteria for Writing
Composition

Learning Objective	Key Milestone indicators
To write with purpose	• Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings.
To use imaginative description	• Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.

To organise writing appropriately	• 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.

To use paragraphs	• Organise paragraphs around a theme. • Sequence paragraphs.

To use sentences appropriately	• Use a mixture of simple, compound and complex sentences.
	• Write sentences that include:
	     • conjunctions
	     • adverbs
	     • direct speech, punctuated correctly
	     • clauses
	     • adverbial phrases.

Transcription

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.
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.
To punctuate accurately	• Use commas after fronted adverbials. • Use and punctuate direct speech.

Analysis and Presentation

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 clause
	    Year 4: pronoun, possessive pronoun, adverbial.

To present writing	Read aloud to a group or whole class, using appropriate intonation.

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