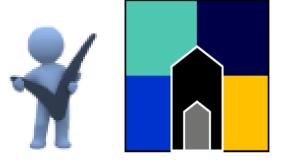
An Daras Multi Academy Trust



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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	

	Curriculum Scheme of Work Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
	lanned Units of Work htegrated Cross Curricular Assessment Opportunities	 Reviewed Termly Cross Curricular evidence
	fL - Daily/weekly PP - Half termly	 Marking Rich Evidence Standardisation Tasks
	ormative and diagnostic assessment - Ongoing ummative assessment - Half termly/termly	 Analysis I Track 85% on track ARE
	loderation - Half Termly/termly tandardisation - Half termly/termly	 Within school Across MAT Practical exemplars
	upil Voice - Half termly racking Analysis - Cohort/Significant groups - Half termly	 Within school Across MAT Practical Exemplar Feeds into planned units of work
	urriculum Scheme of Work ssessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
MAT AWL Ma		¥

Year	·6–I	/ARE Maths ts (v3	s/Ke	у	Pupil I Class				А	Ferm 1 Autumn 1: Autumn 2:			Terr Sprin Sprin	ng 1:				n 3 mer 1: mer 2:			Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding							
A/Nui place v						on/su	: btractic on/divis			C/Number: ractions			D/R	atio			E/Al	gebra			F/ M	easure	ement		G/Ge	eometi	ry		H/Statistics			
A1. Read, write and order numbers to 10 000 000 and determine the value of digits B1. Multiply numbers up a two-digit using the fo method of I multiplication						ers up digit v he for d of lo	to 4 dig whole n rmal wr ong	gits by umber	fa fr co ex	C1. Use cominations to sin ractors to sin ractions and common mu express fract came denom	nplify use Itiples t ions in	the	invol sizes whei be fo mult	ving the of two re missi		es es can	E1. U	se simp	ole form	ulae	F1. Use, read and write standard units with up to three decimal places, including converting from smaller to larger units and vice versa				G1. Draw 2-D shapes accurately using given dimensions and angles				H1. Interpret and construct pie charts and line graphs and use these to solve problems			
EM	TI	EXF	• E	хс	EM	TI	EXP	EXC	E	EM TI	EXP	EXC	EM	ТІ	EXP	EXC	EM	ті	EXP	EXC	EM	ті	EXP	EXC	EM	ті	EXP	EXC	EM	ті	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
numbe to a re of accu	2. Round any whole umber to 10 000 000 a required degree faccuracy B2. Divide numbers up to 4 digits by a two-digit whole number using the formal methods of short or long division, and interpret remainders as appropriate for the context as whole numbers, fractions or by rounding				git g the short d rs as or	fr fr	2.Compare ractions, inc ractions > 1	luding		invo of pe use c com	lving th ercentag of perce parison		ation the for	linear	numbo	and des	ences.	F2. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate				and b shape nets.	uild simes, inclu	se, desc pple 3-E ding ma) aking	H2C. Calculate and interpret the mean as an average.						
EM	TI	EXF	' E)	xc	EM	ТΙ	EXP	EXC	E	EM TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1234A3. Use negative numbers in context and calculate intervals across zero					1234B3.Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.					1 2 C3. Add and a ractions with denominator numbers, usi concept of ear ractions	n differ is and n ng the	ent nixed	invol whei	re the s	3 oblems nilar sha cale fact n be fou	or is	1234E3. Express missing number problems algebraically				1 2 3 4 F3. Convert between miles and kilowetres				parts radius circun that t	of circle s, diame nferenc he dian	3 e and na es, inclu eter and ce and k neter of e the ra	1	2	3	4	
EM 1	ТІ 2			xc 4	EM 1	TI 2	EXP	EXC		EM TI 1 2	ЕХР 3	EXC	EM 1	ТI 2	EXP 3	EXC	EM 1	ТI 2	EXP 3	EXC	EM 1	ТІ 2	EXP	EXC	EM 1	ТІ 2	EXP 3	EXC	EM 1	ТI 2	ЕХР 3	EXC
	Solve number B4. Use knowledge of oblems and practical the order of the													E4. Find pairs of numbers that satisfy an equation			F4. Recognise that shapes with the same areas can					ompare etric sh	e/classif									

nd pla	ace val	th num lue fror irricului	n		ations	o carry (involvin ons.		writing the answer in its simplest form.				sharing and grouping using knowledge of fractions and multiples				with two unknowns.				have different perimeters and vice versa				on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons							
M	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
E S r				subtra multip	1234B5. Solve addition, subtraction, multiplication and division problems.				1234C5.Divide proper fractions by whole numbers				1 2 3 4			1234E5. Enumerate possibilities of combinations of two variables.			1234F5. 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	1 2 3 4				
M	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 mu addition and problems in I contexts, dec which operat methods to u				l subtra less fan ciding tions ar	nction niliar nd	with o decim	division nal fract alents f	e a fracti I, calcula tion for a sim	ite									F6. Calculate the area of parallelograms and triangles			G6. Describe positions on the full coordinate grid (all 4 quadrants)										
				EM	TI	EXP	EXC	EM	TI	EXP	EXC									EM	TI	EXP	EXC	EM	ті 2	EXP 3	EXC				
B7. Check answers to calculations with mix operations/large numbers, choosing th most appropriate method, including estimation/ determin in the context of a problem, an appropri degree of accuracy				ixed the iining,	each given and d 10, 10	digit in to 3dp ivide n	3 the value number and mu umbers 1000 giv to 3dp.	rs Iltiply by									and co cubes standa cubic and cu and ex	ompare and cu ard unit centime ubic me ktendin for exa	3 volume boids u s, inclu etres (ci tres (m g to oth mple, n	e of sing ding m ³) ³), ner	1 2 3 4 G7. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes										
				EM 1	TI	EXP	EXC	EM	TI 2	EXP 3	EXC									EM 1	TI 2	ЕХР 3	EXC	ЕМ 1	ТI 2	EXP 3	EXC				
	B8. Perfo calculati with mix							1234C8. Multiply 1 digit numbers with up to 2 dps by whole numbers											1	۷	3	4	1	۷	3	4					
				EM	TI	EXP	EXC	EM	TI	EXP	EXC																				

		1	2	3	4	1	2	3	4															
		B9. Io multi numb	ples and	commo d prime	n :	methe	ods in c	ten divis cases wh has up to	nere															
		EM 1	ТІ 2	EXP 3	EXC	EM 1	ТI 2	EXP 3	EXC 4															
						which be rou	n requir unded t	roblems re answe to specil ccuracy	ers to fied															
						EM 1	ТI 2	EXP 3	EXC 4															
						equiva simple and p	alences e fractio ercenta ding in c	and use s betwee ions, dec ages, different	en cimals															
						EM 1	ті 2	EXP 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	Elicitation tasks	Elicitation tasks
	Problem solving activities: at least 1 per week.	Problem solving activities: at least 1 per week.	Problem solving activities: at least 1 per week.
	Convince me/Prove it activities.	Convince me/Prove it activities.	Convince me/Prove it activities.
	Maths across the curriculum.	Maths across the curriculum.	Maths across the curriculum.
	Weekly Arithmetic Tests	Weekly Arithmetic Tests	Weekly Arithmetic Tests
Summative	Assessment tasks as per Headstart books (at	Assessment tasks as per Headstart books (at	Assessment tasks as per Headstart books (at
	distance min of 2 weeks)	distance min of 2 weeks)	distance min of 2 weeks)