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

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

ADN Yea Con	ИАТ// r4 M cepts	ARE laths/ (v3)	/Key	Pupil Class	Name Teach	er:		Term Autur Autur	mn 1: mn 2:			Term Sprin Sprin	g 1: g 2:			Term Sumr Sumr	ner 1: ner 2:			Are R Key:	elated	Expecta	ation	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding					2							
A/Nu place	umber: value			B/Nu additi	mber: on and	l subtra	ction	C/Nu multi divisi	imber: plicatio on	n and		D/Fra	actions	5		E/Me	easure	ment		F/ Ge	eomet	ry		G/St	atistic	S	H/									
A1. C 6, 7, 9	ount in 9 and 25	multiple	es of 000	B1. Ad numb digits writte colum subtra appro	dd and ers wit using ti n meth nar ad action v priate	subtrac h up to he form nods of dition a where	t 4 nal nd	C1. Recall multiplication and division facts for multiplication tables up to 12x12				D1. Recognise and show, using diagrams, families of common equivalent fractions				E1.Co differ mease hour t	convert between rent units of sure (e.g. km to m, to minute)F1. Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizesG1. Inter present of continuo appropri methods charts ar					Compare and classify ometric shapes,G1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs					F1. Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizesG1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs					G1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs				
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 A2. Fi more given	2 nd 1000 or less numbe	3) than a r	4	1 B2. Ch additi calcula and ua opera	2 neck an on and ations I sing inv tions	3 subtrac by estin verse	o ction nating	1 C2. Us know to mu menta multij 1; divi multij three	2 se place n and d iltiply a ally, inc plying by iding by plying t numbe	3 e value, erived 1 nd divid luding: y 0 and y 1; ogether rs	4 Facts e	1 D2. C in hur that h when by on dividin	2 ount up ndredth undred dividin e hunding tentl	3 o and do s; recog lths aris g an obj red and hs by te	4 own nise e ect n	1 E2. Es comp measu mone	2 timate are diff ures, in y	3 and erent cluding	4	1 F2. Id obtus comp angle angle	2 entify a e angle are and s up to s by siz	3 acute and es and d order two rig	4 nd	1 2 3 4 G2. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs												
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	ті	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	ті	EXP	EXC	EM	TI	EXP	EXC									
A3. C throu negat	2 ount ba gh zero ive num	3 ckward to inclu tbers	4 s Jde	1 B3. Sc proble step a subtra decidi opera why	2 olve cal ems inv addition action i ing whi tions to	3 culation volving n and in conte ich o use a	4 n two- ext, nd	1 C3. Re factor comm calcul	2 ecognis pairs nutative ations	3 e and u ely in mo	4 se ental	1 D3. Ro decim any no hundr 1/2; 3	1234D3. Recognise and write decimal equivalents of any number of tenths or hundredths and 1/4; 1/2; 3/43				1234E3. Measure the perimeter of a rectilinear figure (including squares) in cm and m				1234F3. Describe positions on a 2-D grid as coordinates in the 1st quadrant				2	3	4									
EM	ті	EXP	EXC	EM	ΤI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	хс												
1 A4. R value four o (thou tens,	1 2 3 4 1 A4. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens, and ones) 1				1 2 3 4 1 2 3 4 C4. Multiply two digit and three-digit numbers by a one digit number using formal written layout						1 D4. Au fractio denor	2 dd and ons witl ninator	3 subtrac n the sa	4 t me	1234E4. Find the area of rectilinear shapes by counting squares.				1 2 3 4 F4. Describe movements between positions as translations of a given unit to the left/right and up/down																	

EN4	T 1	EVD	FVC			EN4	TI	EVD	FVC	FN 4	TI	EVD	FVC	EN4	т	FVD	FVC	514	TI	EVD	FVC				
EIVI		EAP	EXC			EIVI		EXP	EAC	EIVI		EAP	EXC	EIVI		EAP	EXC	EIVI		EAP	EAC				
1	2	3	4			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
A5. O numb	rder an ers bey	d comp vond 10	are 00	 		C5. So involv adding intege harde proble object m obj	olve pro ing mu g, inclue er scalin r corres ems suc as are co ects	oblems Itiplying ding ng and sponder ch as n onnecte	g and nce ed to	D5. D digit r 100, i of the answe and h	ivide a number dentify e digits er as or undred	one or t rs by 10 ing the in the nes, tent ths	:wo- and value ths	E5. Re conve analo and 2	ead, wr ert time gue and 4-hour	ite and betwee d digital clocks	en 12-	F5. Plot specified points and draw sides to complete a given polygon							
EM	ті	EXP	EXC			EM	ті	EXP	EXC	EM	ті	EXP	EXC	EM	TI	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				
A6. Ic and e 10 00 repre	entify, stimato 0 using sentati	repres e numbe differe ons	ent ers to nt			C6. Di three- one di forma	vide tw digit nu igit nun I writte	o digit a umbers nber usi n layou	and by a ing t	D6. Ro one d neare	ounds d ecimal est who	decimals place to le numb	s with o the oer	E6. So involv hours minu to mo	olve pro ving cor s to min tes to so onths, w	blems overting utes, econds, veeks to	from years days								
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								
A7. Ro numb neare	ound w ers to : st 10, 1	hole 10,000 t .00 or 10	o the 000							D7. 0 with t decim two d	Compar the sam hal plac lecimal	es num ie numb es up to places	bers ber of												
EM	ті	EXP	EXC							EM	TI	EXP	EXC												
1	2	3	4							1	2	3	4												
A8. So pract numb from curric increa positi	cal pro er and the Yea ulum, v usingly ve nun	mber an blems v place v ar 4 with large nbers	nd with alue							D8. So involve to call quant unit franswer numb	olve pro ving har culate a tities, ir ractions er is a v per	oblems der frac and divi acluding s where vhole	tions de non- the												
EM	TI 2	EXP	EXC							EM	TI 2	EXP	EXC												
A9. Ro nume and k	ead Roi rals to now th	nan 100 (I to at over	o C) time,							D9. So meas probl	olve sir ure and ems in	nple 1 money volving	4												

the nu chang conce value	umeral ged to in ept of ze	system nclude t ero and	he place					fraction two d	ons an ecimal	d decim places	als to								
EM 1	ТI 2	EXP 3	EXC 4					EM 1	ТI 2	EXP 3	EXC								

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)