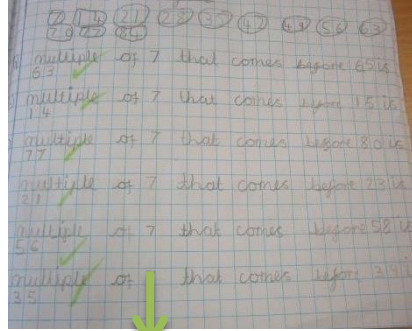
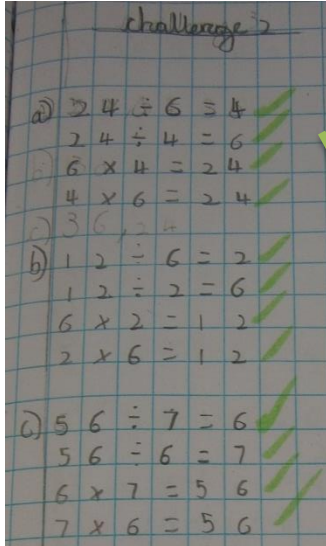
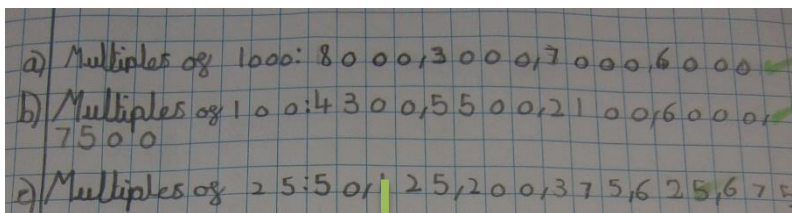
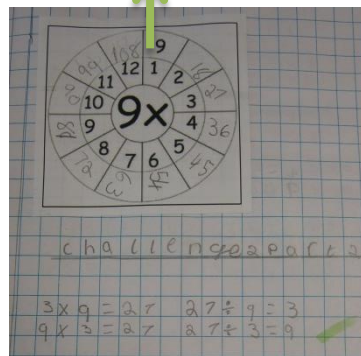


KPI: Number and place value – Counts in multiples of 6,7,9,25 and 1000.



Children independently can count in multiples of 6,7 and 9.



Children can independently count in multiples of 25,100 and 1000.

KPI: Number and place value – Finds 1000 more or less.

Handwritten calculations on grid paper:

- 3671
- 1d) $1000 > 3671 = 4671 \checkmark$
- 2995
- 1e) $1000 > 2995 = 3995 \checkmark$
- 4329
- 1f) $1000 > 4329 = 5329 \checkmark$
- 3284
- 2a) $1000 < 3284 = 2284 \checkmark$
- 3199
- 2b) $1000 < 3199 = 2199 \checkmark$
- 4794
- 2c) $1000 < 4794 = 3794 \checkmark$
- 4067
- 2d) $1000 < 4067 = 3067 \checkmark$

Children independently can calculate 1000 more or less using a method they know progressing into a mental method.

KPI: Number and place value – Counts backwards through zero to include negative numbers.

1 What number is shown by each of the letters A–D?

Count back:

2 3 from A **4** 5 from A

3 4 from B **5** 2 from B.

What number do you reach?

6 Start at 0. Count back 4. **10** Start at 1. Count back 5.

7 Start at 5. Count back 6. **11** Start at 3. Count back 4.

8 Start at 2. Count back 5. **12** Start at 4. Count back 7.

9 Start at 4. Count back 6. **13** Start at 2. Count back 6.

Handwritten answers:
1) A = 3 ✓
2) B = 1 ✓
3) C = -2 ✓
4) D = -4 ✓
part 1
5) = 4 ✓
6) = -3 ✓
7) = -2
8) = -1

Children independently can count backwards through 0 and into negative numbers. Children may use a number line to support this.

KPI: Number and place value – Orders and compares numbers beyond 1000.

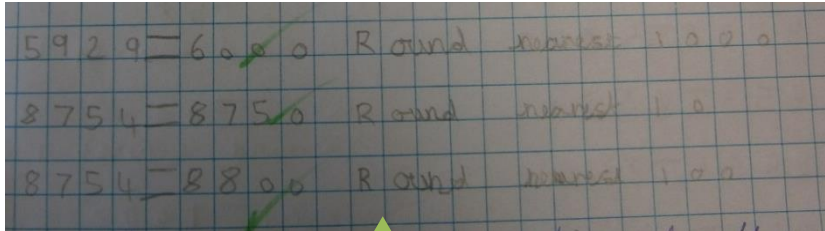
	smallest		largest
a)	2178	2789, 479	1,4879
b)	4277, 4722	6187, 6372	
c)	3143, 3521	3734, 3981	
d)	7256, 7454	8256, 8454	

Children independently can order numbers which are greater than 1000.

	smaller		larger
a)	1467	,	7641
b)	1389	,	9831
c)	0035	,	5300
d)	2278	,	8722
e)	0679	,	9760

Children can independently compare numbers to say which is smaller or larger.

KPI: Number and place value – Rounds any number to the nearest 10,100 or 1000.



Children independently can round to the nearest 10,100 and 1000.

Capacity in ml	Rounded to nearest 10ml	Rounded to nearest 100ml
1612ml	1610	1600
1775ml	1780	1800
1990ml	1990	2000
2235ml	2240	2200

KPI: Addition and subtraction - Add and subtract numbers up to 4 digits using the formal written method.

The image shows handwritten work on a grid background. On the left, a subtraction problem is solved: $3417 - 2632 = 785$. Above the subtraction, the number 13 is written, and the word 'Estimation' is followed by '450'. On the right, an addition problem is shown: $2632 + 785 = 3417$. The word 'inverse' is written above the addition. A green arrow points from the bottom of the grid work to a text box below.

Children can independently add and subtract numbers with up to 4 digits using the formal written method. Crossing the tens boundary where necessary.

KPI: Addition and subtraction – Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why.

121 children are late

$$\begin{array}{r} 367 \\ + 258 \\ \hline 625 \\ 11 \end{array}$$

$$\begin{array}{r} 746 \\ - 625 \\ \hline 121 \end{array}$$

1017 brought drinks

$$\begin{array}{r} 364 \\ + 275 \\ \hline 639 \end{array}$$

$$\begin{array}{r} 639 \\ + 378 \\ \hline 1017 \end{array}$$

Children can independently solve two-step problems involving addition and subtraction. Using a method they know.

Children may be read the question but should be able to understand what they have to do.

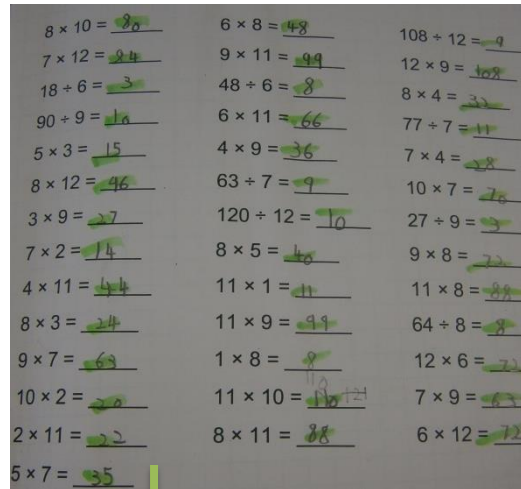
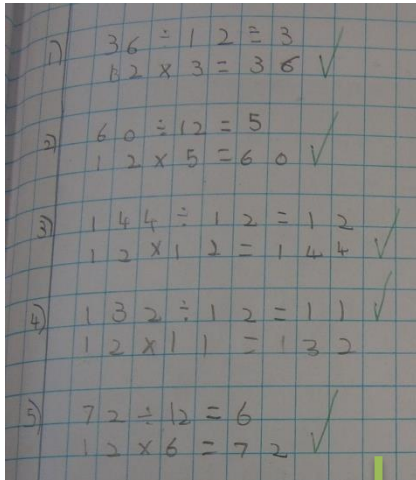
b) 325 children arrived in year 9

$$\begin{array}{r} 487 \\ + 535 \\ \hline 1022 \\ 111 \end{array}$$

$$\begin{array}{r} 1347 \\ - 1022 \\ \hline 325 \end{array}$$

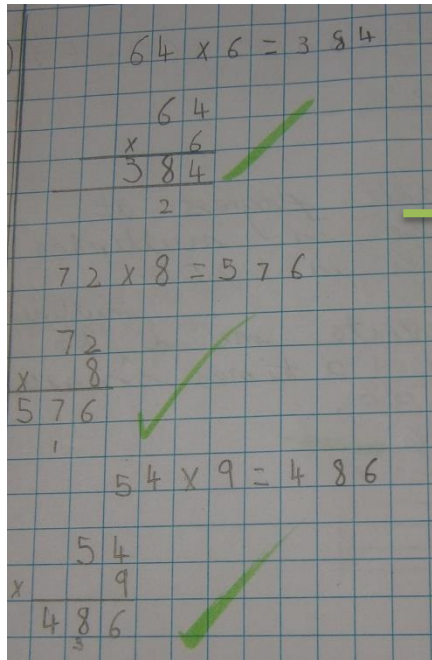
Including problems where the two steps may use different operations.

KPI: Multiplication and division: -Recalls multiplication and division facts for multiplication tables up to 12X12.



Children can independently recall and use multiplication and division facts up to 12 X 12.

KPI: Multiplication and division: - Multiplies 2 or 3 digit numbers by a one-digit number using the formal method.

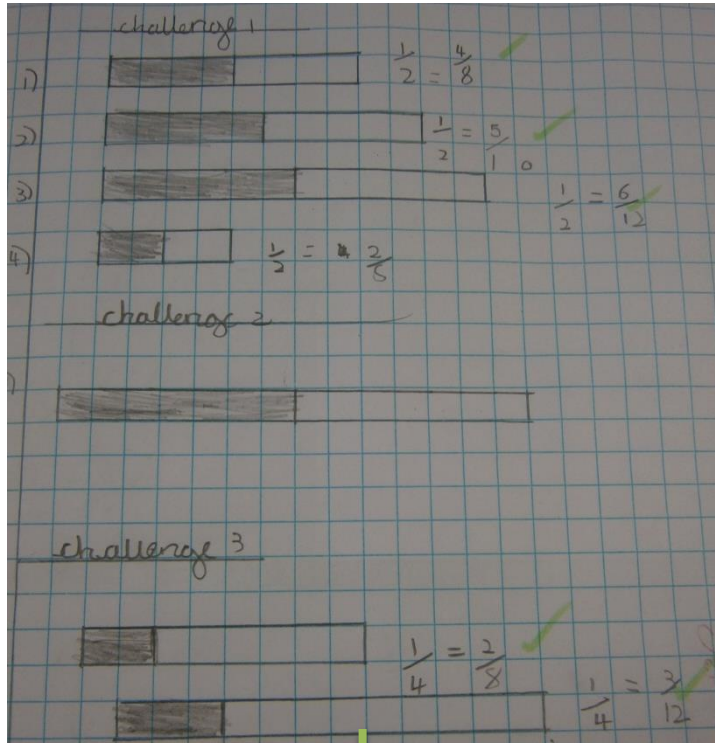


The image shows a piece of grid paper with three multiplication problems written in pencil. Each problem is followed by a green checkmark. The first problem is $64 \times 6 = 384$. The second is $72 \times 8 = 576$. The third is $54 \times 9 = 486$. Each problem is written in a formal columnar format with a horizontal line under the second number.

$$\begin{array}{r} 64 \\ \times 6 \\ \hline 384 \end{array}$$
$$\begin{array}{r} 72 \\ \times 8 \\ \hline 576 \end{array}$$
$$\begin{array}{r} 54 \\ \times 9 \\ \hline 486 \end{array}$$

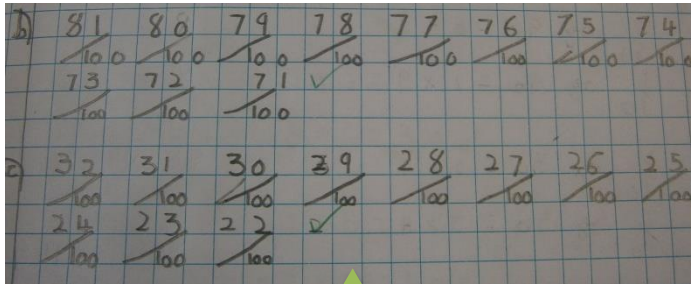
Children can independently multiply 2 or 3 digit numbers by a single digit number using the formal written method; carrying over where necessary.

KPI: Fractions (including decimals) – Recognises and shows, using diagrams families of common equivalent fractions.

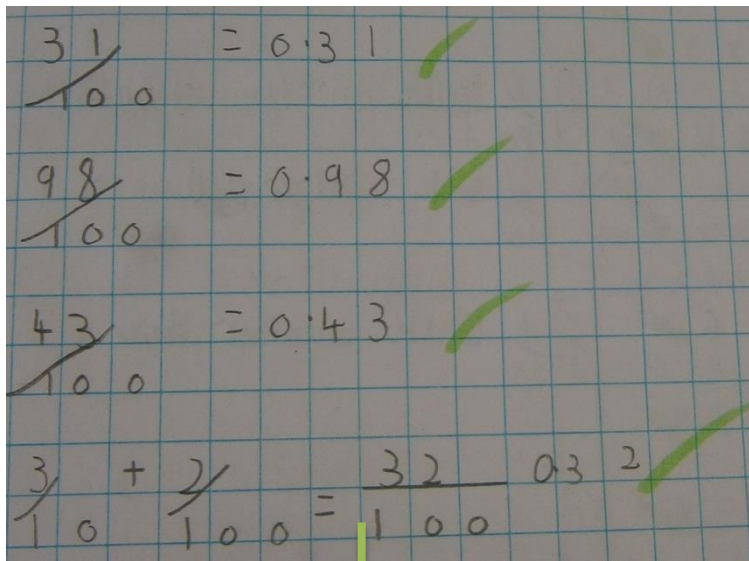


Children independently can use diagrams to recognise and show equivalent fractions.

KPI: Fractions (including decimals) – Counts up and down in hundredths; recognises that hundredths arise when dividing and object by 100 and dividing tenths by 10.



Children independently can count up and down in hundredths.



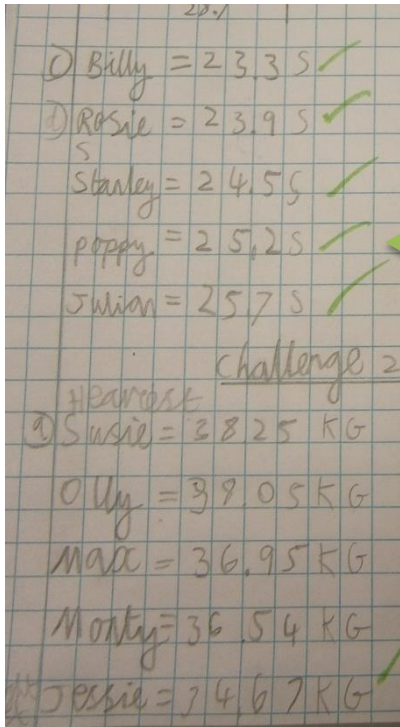
Children recognise that hundredths are when you divide an object by 100 and tenths when you divide an object by 10.

KPI: Fractions (including decimals) – Rounds decimals with one decimal place to the nearest whole number.

13	13.4	14
18	18.2	19
16	16.9	17
11	11.1	12
15	15.7	16
19	19.5	20
25	25.6	26
28	28.8	29

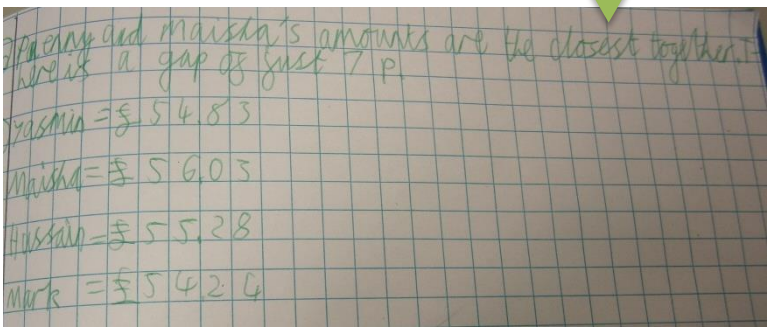
Children independently can round numbers with one decimal place to the nearest whole number.

KPI: Fractions (including decimals) – Solves simple measure and money problems involving fractions and decimals to two decimal places.

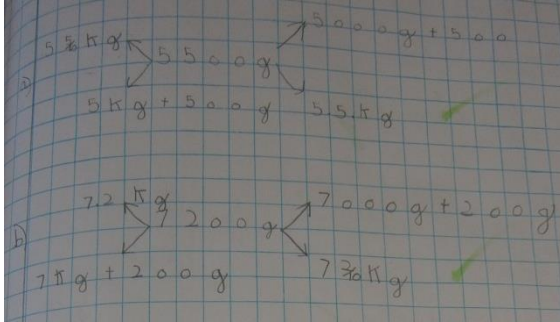


Children independently can solve simple measure problems using fractions and decimals up to two decimal places using a method they know. Children may be read the question, but should independently understand the process they need to undertake.

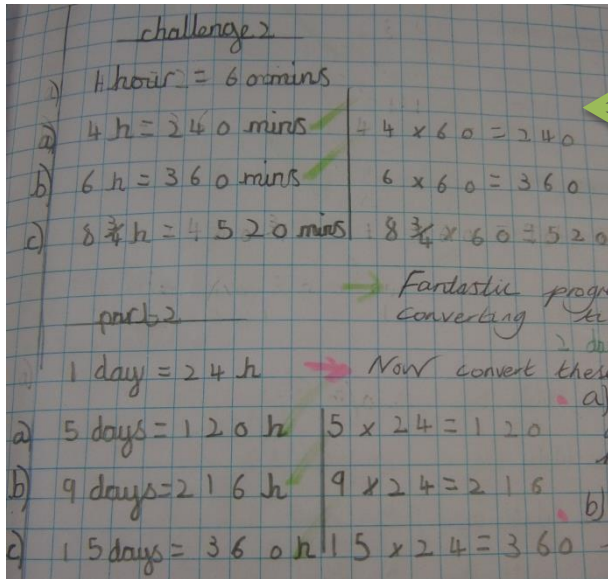
Children independently can solve simple money problems using fractions and decimals up to two decimal places using a method they know. Children may be read the question, but should independently understand the process they need to undertake.



KPI: Measurement: Converts between different units of measure e.g. kilometre to metre; hour to minute.



Children can independently convert between different units of measure e.g. grams and kilograms.

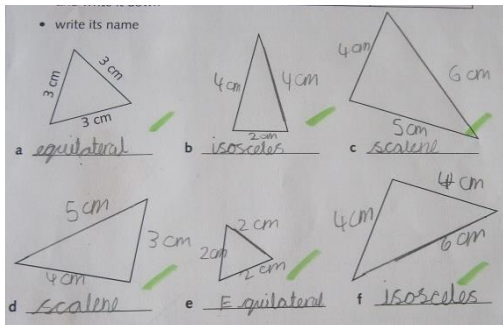


Children can convert independently between different units of time e.g. hour and minute.

KPI: Geometry: properties of shape - Compares and classifies geometric shapes including quadrilaterals and triangles, based on their properties and sizes.

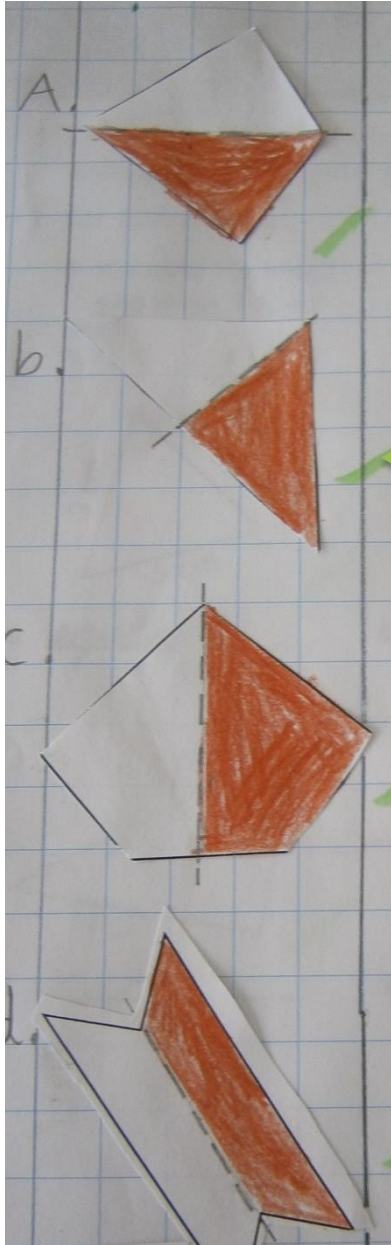
quadrilateral	opposite sides equal	opposite sides parallel	opposite angles equal	all sides equal	Four right angles
square	✓	✓	✓	✓	✓
rectangle	✓	✓	✓	X	✓
parallelogram	✓	✓	✓	X	X
Rhombus	✓	✓	✓	✓	X

Children independently can compare and classify geometric shapes including quadrilaterals.



Children independently can compare and classify geometric shapes including triangles.

KPI: Geometry: properties of shape - Identify lines of symmetry in two dimensional shapes presented in different orientations.

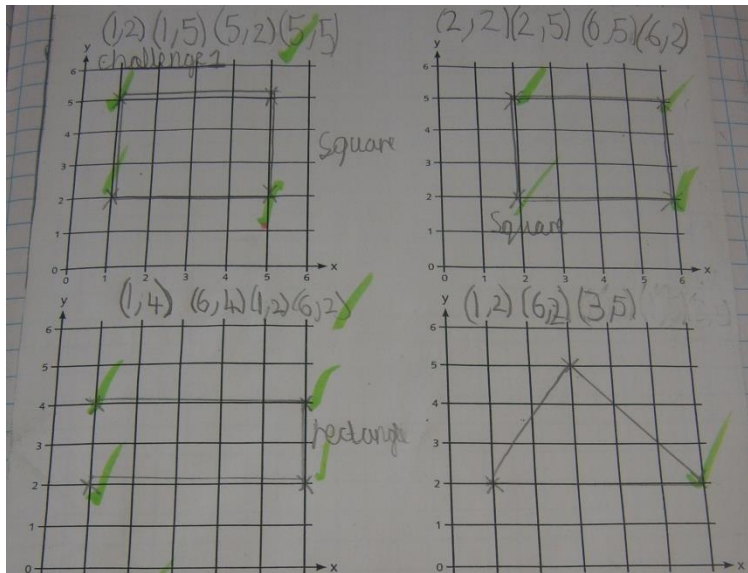


Children independently can identify lines of symmetry in a two dimensional shape.

Children may use a mirror to support this.

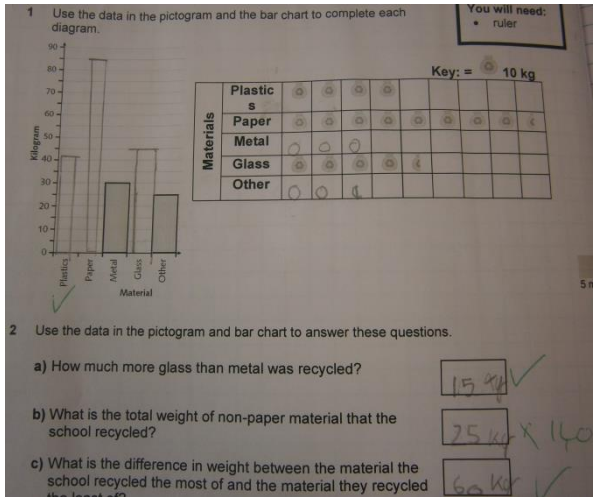
These may be presented in different orientations.

KPI: Geometry: position and direction – Plots specified points and draws sides to complete a given polygon.

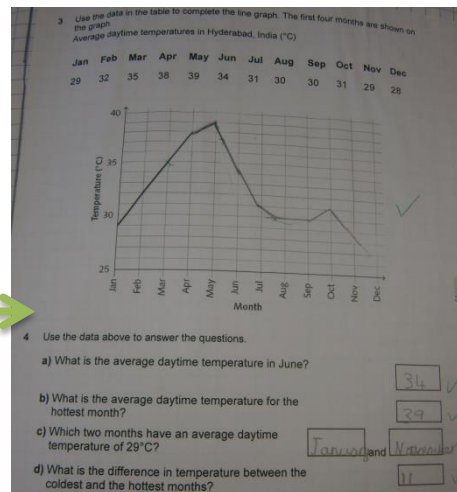


Children can independently plot points on a co-ordinates grid. They can join these co-ordinates to complete a given polygon.

KPI: Statistics- Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Children can independently use bar charts, pictograms, tables and other graphs to solve comparison, sum and difference problems.



It is expected that children will have a range of evidence (ideally 2-4 pieces) to support each KPI. The evidence will show the children completing the skill exemplified as well as evidence of embedding and deepening the skill.

Children must have a secure understanding of a KPI in order to achieve it.