Year 6 Mathematics Teacher Assessment   Name: Class:

Place Value

Number	The pupil can:	Autumn	Spring 1	Spring 2	Summer	Overall
	read, write, order and compare numbers up to 10,000,000 and determine the value of each digit					
	round any whole number to a required degree of accuracy					
	use negative numbers in context, and calculate intervals across 0					
	solve number and practical problems that involve all of the above					

Evidence columns: Autumn, Spring 1, Spring 2, Summer

Addition, Subtraction, Multiplication and Division

Number	The pupil can:	Autumn	Spring 1	Spring 2	Summer	Overall
	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication					
	divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context					
	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context					
	perform mental calculations, including with mixed operations and large numbers					
	identify common factors, common multiples and prime numbers					
	use their knowledge of the order of operations to carry out calculations involving the 4 operations					
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why					
	solve problems involving addition, subtraction, multiplication and division					
	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy					

Evidence columns: Autumn, Spring 1, Spring 2, Summer

Fractions (including decimals and percentages)

Number	The pupil can:	Autumn	Spring 1	Spring 2	Summer	Overall
	use common factors to simplify fractions; use common multiples to express fractions in the same denomination					
	compare and order fractions, including fractions >1					
	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions					
	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]					
	divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]					
	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]					
	identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places					
	multiply one-digit numbers with up to 2 decimal places by whole numbers					
	use written division methods in cases where the answer has up to 2 decimal places					
	solve problems which require answers to be rounded to specified degrees of accuracy					
	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts					

Evidence columns: Autumn, Spring 1, Spring 2, Summer

Ration and proportion

Number	The pupil can:	Autumn	Spring 1	Spring 2	Summer	Overall
	solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts					
	solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison					
	solve problems involving similar shapes where the scale factor is known or can be found					
	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples					

Evidence columns: Autumn, Spring 1, Spring 2, Summer

Algebra			Evidence			Overall
The pupil can:		Autumn	Spring 1	Spring 2	Summer	
use simple formulae						
generate and describe linear number sequences						
express missing number problems algebraically						
find pairs of numbers that satisfy an equation with 2 unknowns						
enumerate possibilities of combinations of 2 variables						

Number

The pupil can:		Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate						
use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places						
convert between miles and kilometres						
recognise that shapes with the same areas can have different perimeters and vice versa						
recognise when it is possible to use formulae for area and volume of shapes						
calculate the area of parallelograms and triangles						
calculate, estimate and compare volume of cubes and cuboids using standard units, including (cm³) and cubic metres (m³), and extending to other units [e.g. mm³]						

Measurement

Properties of shape			Evidence			Overall
The pupil can:		Autumn	Spring 1	Spring 2	Summer	
draw 2-D shapes using given dimensions and angles						
recognise, describe and build simple 3-D shapes, including making nets						
compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons						
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius						
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles						

Geometry

Position and direction			Evidence			Overall
The pupil can:		Autumn	Spring 1	Spring 2	Summer	
describe positions on the full coordinate grid (all 4 quadrants)						
draw and translate simple shapes on the coordinate plane, and reflect them in the axes						

Geometry

The pupil can:		Evidence				Overall
		Autumn	Spring 1	Spring 2	Summer	
interpret and construct pie charts and line graphs and use these to solve problems						
calculate and interpret the mean as an average						

Statistics

I am working at...	6e (Significantly below)	6d	6d+	6s	6s+	6m

When making your judgement, number domains always hold the most weighting and should play the major role in informing your decision.