| Maths Assessment Year 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Class: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Working Just Below Expected Standard** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Read, write, order and compare numbers with up to 3 decimal places. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • *Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Add and subtract whole numbers with more than 4 digits *and decimals with two decimal places,* including using formal written methods (columnar addition and subtraction). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Working At Expected Standard** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9?; 28.13 = 28 + + 0.03). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 15 or 0.2 or 20% of the whole cake). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7 21 and that this is equal to 13; 15% of 60; 112 + 34; 79 of 108; 0.8 x 70). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • • The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • • The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Working At The Greater Depth.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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