NUTURING CHILDREN'S PASSION TO SUCCEED	**Mathematics End Points: Key Assessment Criteria.**	**Nanpean Community Primary School** *Nurturing Children's Passion to Succeed*

By the end of KS1 (teaching content covered in Years 1 and 2):	By the end of LKS2 (teaching content covered in Years 3 and 4):	By the end of UKS2 (teaching content covered in Years 5 and 6):
• I can count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. • I can read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. • I can recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. • I can reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. • I can add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • I can add and subtract within 100 by applying related one-digit addition and subtraction facts. • I can recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • I can relate grouping problems where the number of groups is unknown to multiplication or division equations with a missing factor. • I can recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • I can use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	• I can recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. • I can reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. • I can recall multiplication and division facts up to 12 × 12, and recognise products in multiplication tables as multiples of the corresponding number. • I can solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. • I can apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). • I can multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. • I can manipulate multiplication and division equations, understand and apply the commutative property of multiplication. • I can reason about the location of mixed numbers in the linear number system. • I can convert mixed numbers to improper fractions and vice versa. • I can add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. • I can draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. • I can identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. • I can identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	• I can understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). • I can recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. • I can reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. • I can divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. • I can understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). • I can use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. • I can solve problems involving ratio relationships. • I can recognise when fractions can be simplified, and use common factors to simplify fractions. • I can express fractions in a common denomination and use this to compare fractions that are similar in value. • I can compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. • I can draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
By the end of KS1 (Year 2) I will be a *Growing* Mathematician.	By the end of LKS2 (Year 4) I will be a *Skilled* Mathematician.	By the end of UKS2 (Year 6) I will be an *Experienced* Mathematician.