

# What the National Curriculum requires in reading at Y5 and Y6



## Word reading

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that they meet.

Word reading

## Comprehension

maintain positive attitudes to reading and understanding of what they read by:

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

Comprehension

# **KS1 Reading 2016: The expected standard**

2016



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**In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the ‘expected standard’ in reading by the end of Key Stage One.**

## **Making inferences**

**Make simple and general inferences based on the text**

**Make simple and general predictions based on the text**

## **Comprehension**

**Identify the meaning of vocabulary in context**

**Identify sequences of events in a range of straightforward texts**

**Identify how information is related and/or organised within texts**

## **Provide simple explanations for:**

**The significance of titles in fiction and non-fiction texts**

**Events and characters’ actions**

## **Key information**

**Retrieve details from fiction and non-fiction to demonstrate understanding of character, events and information**

## **Language for effect**

**Identify simple and recurring literary language**

# KS2 Reading 2016: The expected standard

2016



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In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in reading by the end of Key Stage Two.

## Themes and conventions

- Accurately identify the features, themes and conventions of a range of fiction
- Accurately identify the features, themes and conventions of a range of non-fiction text types and forms
- Draw on evidence within texts to explain how themes emerge and conventions are applied in a range of genres and conventions of fiction and non-fiction

## Making inferences

- Make developed inferences drawing on evidence from the text
- Explain and justify inferences, providing evidence from the text to support reasoning
- Make developed predictions that are securely rooted in the text

## Comprehension

- Show an understanding of the meaning of vocabulary in context
- Accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts
- Identify language, structural and presentational features used in texts
- Provide developed explanation for key information and events and characters' actions and motivations
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts
- Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information
- Make accurate and appropriate comparisons within texts
- Correctly distinguish between statements of fact and opinion

## Language for effect

- Identify a range of figurative language
- Explain the effect of figurative language

# Key Assessment Criteria: Being a reader



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## A year 5 reader

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

# What the National Curriculum requires in writing at Y5 and Y6



## Writing - transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Spelling

## Handwriting

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a

Handwriting

# What the National Curriculum requires in writing at Y5 and Y6



## Writing - composition

### plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

### draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

### evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun

learning the grammar for years 5 and 6 in English Appendix 2

### indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

# KS1 Grammar, punctuation & spelling 2016: The expected standard

2016



In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage One.

## Grammar and vocabulary

- Demonstrate familiarity with some word classes and their use, including nouns, verbs, adjectives and adverbs
- Apply this terminology to identify familiar words within each word class when presented in a context
- Recognise different types of sentences, including statements, questions, commands and exclamations
- Write different types of sentences including statements, questions, commands and exclamations when prompted
- Understand that the coordinating conjunctions *and*, *or*, *but* link words and clauses and use them to construct and extend sentences
- Add a subordinate clause to a main clause using a simple subordinating conjunction (e.g. *when*, *if*, *because*, *that*) when prompted
- Combine or expand given words to make noun phrases, clauses or sentences
- Identify the present or past tense forms of familiar, regular verbs and some high-frequency irregular verbs (e.g. *has* / *had*)
- Apply correct endings to regular verb forms to indicate present and past tense, including the progressive form to mark actions in progress (e.g. *the lion is running* / *Ellie was shouting*)
- Demonstrate Standard English subject-verb agreement (e.g. *we were* as opposed to *we was*)
- Identify and select some appropriate language for the context such as formal, informal or Standard English as appropriate
- Understand that the prefix *un-* can change the meaning of some words
- Use some straightforward suffixes to form nouns and adjectives, including the suffixes *-er* and *-est* to form comparative adjectives.



In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage Two.

#### Punctuation

- Demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate;
- Use commas to mark clauses or phrases, including fronted adverbials, (eg: *The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.*) but they may not be able to use them consistently;
- Use inverted commas to denote speech and place these correctly in relation to internal punctuation;
- Use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession;
- Identify where punctuation is used to indicate parenthesis;
- Identify colons, semi-colons, single dashes and hyphens but may not be able to use them consistently.

#### Spelling

- Spell accurately in general, including polysyllabic words that conform to regular patterns and some common exceptions to these, and less common prefixes and suffixes, for example *ir-*, *il-*, *-cian*, *-ous*;
- Spell or select the correct forms of common homophones; and
- Draw on their phonological, morphological and lexical awareness to apply the common rules and patterns and spell correctly a wide range of words, including those set out in statutory Appendix 1 of the 2014 national curriculum.

# Key Assessment Criteria: *Being a writer*



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## A year 5 writer

### Transcription

#### Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

#### Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

### Grammar and punctuation

#### Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

#### Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

# What the National Curriculum requires in mathematics at Y5



## Number and place value

read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100000

solve number problems and practical problems that involve all of the above

read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

## Number – addition and subtraction

add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

add and subtract numbers mentally with increasingly large numbers

use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

## Number – multiplication and division

identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

establish whether a number up to 100 is prime and recall prime numbers up to 19

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

multiply and divide numbers mentally drawing upon known facts

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

multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

# What the National Curriculum requires in mathematics at Y4



## Fractions, including decimals and percentages

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = 71/100$ ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those fractions with a denominator of a multiple of 10 or 25.

Number

## Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- estimate volume [for example, using  $1 \text{ cm}^3$  blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Measurement

## Geometry – properties of shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ( $^\circ$ )
- identify:
  - angles at a point and one whole turn (total  $360^\circ$ )
  - angles at a point on a straight line and  $1/2$  turn (total  $180^\circ$ )
  - other multiples of  $90^\circ$
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry

## Geometry – position and direction

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

## Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

Statistics

# KS2 Mathematics 2016: The expected standard

2016



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In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in mathematics by the end of Key Stage Two.

## Number

- use place value in whole numbers up to 1 000 000 to compare and order numbers and are beginning to become confident with numbers up to 10 000 000
- round any whole number to the nearest power of ten
- use negative numbers in practical contexts such as temperature and calculate intervals across zero
- count forwards or backwards in steps of any whole number with one significant figure, e.g. 9, 20, 3000 to generate, describe and complete linear number sequences
- recognise and use multiples, factors, prime numbers less than 20 and square numbers up to 121 show evidence of using mental methods, including jottings where necessary to speed up the process, to add and subtract whole numbers with up to two significant figures (e.g.  $95 + 36$ ,  $5700 - 2900$ )
- add and subtract whole numbers with more than four digits, using formal written methods where appropriate
- Use their understanding of place value to multiply and divide whole numbers and decimals with up to two decimal places by 10 or 100 (e.g.  $1532 \div 100 =$ ,  $XX \div 100 = 6.3$ )
- Multiply and divide whole numbers mentally drawing upon multiplication facts up to  $12 \times 12$  and place value (e.g.  $60 \times 70$ ) and begin to use these facts to work with larger numbers
- Multiply numbers with up to two digits by a two digit number using a formal written method and becoming more confident with multiplication with larger numbers; multiply and divide numbers with up to four digits by a single digit number using the formal written method and becoming more confident with two digit divisors
- Recognise and use equivalent fractions
- Recognise and use the equivalences between simple fractions, decimals and percentages and become more confident with calculating decimal fraction equivalents
- Find simple fractions and percentages of whole numbers and quantities
- Add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context
- Add and subtract fractions with the same denominator and multiples of the same number and become more confident with more complex fraction calculations
- Add and subtract decimal numbers that have the same number of decimal places
- Multiply a one digit decimal number by a single digit number
- Use simple ratio to compare quantities
- Use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram)
- Find possible values in missing number problems involving one or two unknowns (e.g. Ben thinks of two numbers: the sum of the two numbers is 10: multiplied together they make 24: What are Ben's numbers?)

# KS2 Mathematics 2016: The expected standard

2016



In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in mathematics by the end of Key Stage Two.

## Statistics

- Complete, read and interpret information presented in tables and bar charts (e.g. find the difference between two bars showing temperatures, where one is  $20^{\circ}\text{C}$  and the other is  $13^{\circ}\text{C}$ , on a scale labelled in multiples of 5)
- Interpret line graphs (e.g. beginning to find the difference between two temperatures on a line graph, where one is  $20^{\circ}\text{C}$  and the other is  $13^{\circ}\text{C}$ , on a scale labelled in multiples of 5) and simple pie charts (e.g. a pie chart cut into eight pieces for favourite fruit using whole numbers for each section)
- Calculate the mean as an average for simple sets of discrete data (e.g. find the mean mass of three parcels weighing 5kg, 3kg and 10kg)

## Solving problems and reason mathematically

- Develop their own strategies to solve problems by applying their mathematics to a variety of routine and non-routine problems, in a range of contexts (including money and measures, geometry and statistics) using the content described above
- Begin to reason mathematically making simple generalisations, using mathematical language and searching for solutions by trying out ideas of their own
- Use and interpret mathematical symbols and diagrams, and present information and results in a clear and organised way; for example:
  - derive strategies to solve problems with two or three computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. extract and add prices from a table and calculate change, or solve problems such as 'Jason bought some bags of green apples (6 for 75p) and some bags of red apples (10 for 90p). He spent £4.20. How many bags of each type of apples did he buy?')
  - solve problems involving numbers with up to two decimal places (e.g. find the two numbers which sum to 10 from this list: 0.01, 0.11, 1.01, 9.09, 9.9, 9.99)
  - select appropriate strategies when calculating depending on the numbers involved
  - use rounding and estimation to check their answers and determine, in the context of the problem, appropriate levels of accuracy
  - identify simple patterns and relationships, and make simple generalisations. They can draw their own conclusions and explain their reasoning in simple contexts using mathematical language (e.g. an explanation to satisfy statements such as 'If you add a two-digit number to a two-digit number you cannot get a four-digit number')

# Key Assessment Criteria: Being a mathematician (full version)



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## A year 5 mathematician

### Number, place value, approximation and estimation/rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

### Calculations

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.
- I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

### Fractions, decimals and percentages

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can write mathematical statements  $>1$  as a mixed number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can compare and order fractions whose denominators are multiples of the same number.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can read and write decimal numbers as fractions.
- I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving numbers up to 3 decimal places.
- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator or a multiple of 10 or 25.

### Measurement

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl squares), and including using standard units ( $\text{cm}^2$  and  $\text{cm}^3$ ) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

### Geometry – properties of shapes

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and  $\frac{1}{2}$  a turn.
- I can identify other multiples of  $90^\circ$ .
- I can draw given angles and measure them in degrees.

### Geometry – position and direction

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

### Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.