Netherbrook Primary School

# Year 6 Maths Assessment

**Name:** **Class:**

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|---|---|---|
| **Number and Place value** | | |
| 1 | I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. | |
| 2 | I can read and write numbers with up to three decimal places and understand the place value of each digit. | |
| 3 | I can round any whole number to a required degree of accuracy. | |
| 4 | I am able to use negative numbers in context, and calculate intervals across zero. | |
| 5 | I can multiply and divide numbers by 10, 100 and 1000 giving answers up to 3dp. | |
| 6 | I am able to solve number and practical problems that involve all of the above. | |
| **Addition, Subtraction, Multiplication and Division** | | |
| 7 | I can multiply multi-digit numbers up to 4 digits by a two-digit whole number. | |
| 8 | I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. | |
| 9 | I can multiply and divide one-digit numbers with up to two decimal places by whole numbers (1.46 x 3) | |
| 10 | I can divide numbers up to 4 digits by a two-digit number using the formal written method of short division and interpret remainders as whole number remainders, fractions or decimals as appropriate for the context. | |
| 11 | I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of additive chunking, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. | |
| 12 | I am able to perform mental calculations, including with mixed operations and large numbers | |
| 13 | I can divide one-digit numbers with up to 2 decimal places by 1 and then 2 digit whole numbers. | |
| 14 | I can identify common factors, common multiples and prime numbers. | |
| 15 | I am able to use my knowledge of the order of operations to carry out calculations involving the four operations. | |
| 16 | I am able to solve problems involving addition, subtraction, multiplication and division (including those with missing numbers) | |
| 17 | I am able to use rounding, use of inverse and estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. | |
| 18 | I can recall and use addition and subtraction facts for 0.1 and also numbers 1 to 10 (up to 2dp). | |
| 19 | I am able to solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. | |
| **Algebra** | | |
| 20 | I am able to generate and describe linear number sequences and non-linear sequences such as square numbers, triangular numbers | |
| 21 | I am able to express missing number problems algebraically. | |
| 22 | I can use simple formulae. | |
| 23 | I am able to find pairs of numbers that satisfy an equation with two unknowns 50 □ - = △ + 10 | |
| 24 | I can enumerate possibilities of combinations of two variables e.g. 4a + 6b = 50 | |

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|---|---|---|
| **Fractions, Decimals and Percentages** | | |
| 25 | I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination. | |
| 26 | I am able to compare and order fractions, including fractions > 1. | |
| 27 | I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. | |
| 28 | I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8 ]. | |
| 29 | I can divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] | |
| 30 | I am able to associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]. | |
| 31 | I am able to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. | |
| 32 | I am able to solve problems involving the calculation of percentages (for example of measures and such as 15% of 360) and the use of percentages for comparison. | |
| **Statistics** | | |
| 33 | I can interpret and construct pie charts and line graphs and use these to solve problems. | |
| 34 | I am able to calculate and interpret the mean as an average. | |
| 35 | I understand and use a greater range of scales in my representations. | |
| **Geometry: Position and Direction** | | |
| 36 | I can describe positions on the full coordinate grid (all four quadrants). | |
| 37 | I am able to draw and translate simple shapes on the coordinate plane, and reflect them in the axes. | |
| **Geometry: Properties of shape** | | |
| 38 | I can draw 2-D shapes using given dimensions and angles. | |
| 39 | I am able to recognise, describe and build simple 3D shapes, including making nets. | |
| 40 | I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. | |
| 41 | I am able to illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius d = 2 x r. | |
| 42 | I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. | |
| 43 | I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces, lengths of lines and acute and obtuse angles. | |
| **Ratio and Proportion** | | |
| 44 | I am able to solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Use notation a:b. | |
| 45 | I can solve problems involving similar shapes where the scale factor is known or can be found. | |
| **Measurements** | | |
| 46 | I am able to solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. | |
| 47 | I can 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 3dp. | |
| 48 | I can convert between miles and kilometres. | |
| 49 | I am able to recognise that shapes with the same areas can have different perimeters and vice versa. | |
| 50 | I can recognise when it is possible to use formulae for area and volume of shapes. | |
| 51 | I can calculate the area of parallelograms and triangles. | |
| 52 | I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres ($cm^3$) and cubic metres ($m^3$), and extending to other units [for example, $mm^3$ and $km^3$]. | |