Assessment Outcomes to Track Progress
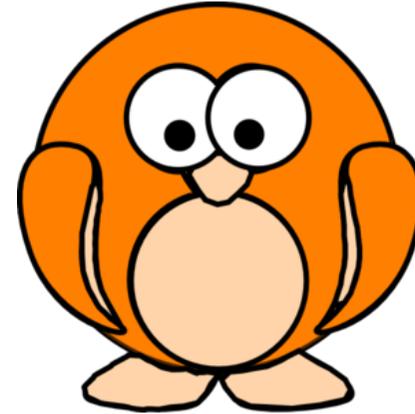
We track progress using the following outcomes:

- **Y5 Commencing** *(where pupils should be by the end of autumn term)*
- **Y5 Developing** *(where pupils should be by the end of spring term)*
- **Y5 SECURE** *(Year group objectives achieved)*
- **Y5 Secure Advanced** *(for secure+ and more able learners)*
- **Y5 Secure Deep** *(for more able learners)*

All Saints C of E Primary

'I Can' Statements

Supporting Assessment in
MATHS

YEAR 5

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – *'essential'* and *'other'*. In order to achieve **SECURE** for Year 5 (the National Expectation), children need to have achieved ALL of the statements from the previous year plus the following essential statements **by the end of the year**:

Essential Statements for MATHS

I can read, write, order, compare and round numbers to at least 1 000 000 and determine the value of each digit.
I can count forwards or backwards in steps of 10 for any given number up to 1 000 000.
I can interpret negative numbers in context, and count forwards and backwards with positive and negative whole numbers through zero.
I can add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction).
I can multiply numbers up to 4-digits by a 1 or 2-digit number using an efficient written method, including long multiplication for 2-digit numbers.
I can divide numbers up to 4 digits by a 1-digit number using the efficient written method of short division and interpret remainders appropriately for the context.
I can identify multiples and factors including factor pairs of any number.

I can multiply and divide numbers mentally drawing upon known facts including multiplying and dividing by 10, 100 and 1 000.
I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
I can read, write, order, compare and round numbers with up to three decimal places.
I can measure and calculate the perimeter of shapes in centimetres and metres.
I can solve single- and multi-step problems involving a combination of addition and subtraction, calculations, including understanding the meaning of the equals sign.
I can solve single- and multi-step problems involving a combination of multiplication and division calculations, including understanding the meaning of the equals sign.
I can explain my choice of calculation when solving single- and multi-step problems using addition & subtraction.
I can explain my choice of calculation when solving single- and multi-step problems using multiplication & division.
I can recognise and use square numbers and square roots, and the notation for squared (^{2}) and cubed (^{3}).
I can add and subtract fractions with the same denominator and related fractions including writing mathematical statements that exceed 1 as a mixed number: (e.g. 2/5 + 4/5 = 6/5 = 11/5).
I can solve problems involving numbers up to three decimal places.
I can explain what the percent symbol means and relate my understanding to parts of a whole number or whole quantity.
I can write simple fractions as percentages and decimals percentages (e.g. ½ = 50% = 0.5).
I can complete, read and interpret information in tables, including timetables.