

## Maths Entry Level assessment

CPS	Achieved skills	Functional skills grade	
9	0-8	EL1-	
10	9-16	EL1	A
11	17-24	EL1	ĉ
12	25-31	EL1	F
13	32-38	EL1+	ſ
14	39-47	EL2-	S
15	48-55	EL2-	
16	56-63	EL2	1
17	64-71	EL2	
18	72-79	EL2+	١
19	80-87	EL2+	
20	88-96	EL3-	١
21	97-105	EL3-	
22	106-114	EL3	١
23	115-122	EL3	
24	123-130	EL3+	
25	131-138	EL3+	

All taught skills throughout EL1, EL2 and EL3 to be highlighted green and dated when skills are independent.

R - Need more practise A - Getting better G - Achieved

Skills to be totalled each term for data drop.

## New skills to be taught are shaded.

Year 9 Autumn >	Spring >	Summer >
Year 10 Autumn >	Spring >	Summer >
<b>Year 11</b> Autumn >	Spring >	Summer >

Name \_\_\_\_\_

	Entry 1	A	А	Sp	Sp :	u Su	А	А	Sp	Sp	Su	Su	A	А	Sp	Sp Si	u Su
	A: Be able to understand and use numbers with one significant figure in practical contexts																
	A: Read, write and count numbers with 1 significant figure																
	A: Order numbers showing Place Value understanding															-	
	A: Add numbers up to ten															-	
	A: Recognise symbols used for addition problems and associated language															-	
	A: Subtract with numbers up to ten																
	A: Recognise symbols used for subtraction problems and associated language																
Der	A: Work with family facts of numbers using addition and subtraction																
Į L	A: Apply addition and subtraction to problems set in everyday life																
ź	A: Use calculators accurately with 1 significant figure																
	A: Count fluently in 2's, 5's and 10's for the first 10 multiples																
	A: Understand division as sharing (divide by 2)																
	A: Round a number to the nearest 10																
	A: Understand PV of digits (T/U)																
	A: Understand half of a shape																
	A: Half a number up to 20																-
	B: Be able to describe position																
	B: Identify left and right																
	B: Identify above and below															-	
	B: Identify in front and behind															-	
	C: Be able to recognise and name common 2-D and 3-D shapes															<b>sin</b>	است
	C: Recognise and name 2D shapes																·
	C: Recognise and name 3D shapes															-	
e,	C: Work with 2-D and 3-D shapes identifying shapes in everyday life																
pac	D: Be able to describe the properties of size and measure, including length, width, height and weight and make simple comparisons.															<b>sin</b>	است
s S	D: Make simple comparisons using measure language; (eg 'choose the blue one because it is heavier', 'use the wooden ladder as it is taller than')																·
ape	D: Read scales to the nearest whole number															-	
Shē	D: Recognise lengths i.e. closest, furthest, shortest, longest															-	
re.	E: Be able to recognise and select coins and notes															<u>nia</u>	است
sasu	E: Identify coins and notes																·
Ň	E: Understand that $\pounds 1 = 100$ pence and convert between the two. $\pounds 1.21 = 121p$																
	E: Select money to buy an item up to £1															-	
	E: Show amounts of money in different ways (e.g. swapping £1 coin for two 50p's).																
	E: Select the right amount of money to buy an item																
	E: Estimate the cost of everyday items																
	E: Understand the process of shopping (including selecting items, paying and receiving change).																
1	X: Work with months, dates and the calendar	1						1	1	1							
	X: Work with whole number of hours, am and pm	l					1			1							
-	F: Be able to sort and classify objects practically using a single criterion															ي في	ليهينه
and	F: Sort and classify objects from list or simple questions																
Ĩ	F: Sort and classify objects working with diagrammatic representation and sorting e.g. by shape or size	l					1			1							
	F: Recognise and read a bar chart						1			1							
1	F: Compile a simple tally chart to collect data							1	1	1							
L																	

Entry 2	А	А	Sp	Sp S	u Su	А	A	Sp	Sp	Su	Su	А	A	Sp Sj	p Su	i Su
A: Be able to understand and use whole numbers with up to 2 significant figures														كشم	التغام	
A: Read, write order and compare numbers up to 2 significant figures														<u> </u>		
A: Add numbers up to 100 using a variety of mental and written methods.																_
A: Subtract numbers up to 100 or with 2 significant figures using mental and written methods																_
A: Understand the PV of digits (HTU)																
A: Round a number to the nearest 10 and 100															+	
A: Understand the inverse of addition and subtraction to demonstrate understanding													-	—		
B: Be able to understand and use addition/subtraction in practical situations															هذه	
B: Identify when to add or subtract in practical-problem solving															<u> </u>	
<ul> <li>B: Use answers to make conclusions ie, 'there was not enough money to buy 2 snacks'</li> </ul>															+	
B: Use calculators to solve problems with whole number to include +, - or 2 step combinations in practical situations															+	
ې <u>د Be able to use doubling and halving in practical situations</u>															هذه	
C: Double the value of numbers with 2 significant figures using a variety of strategies															<u> </u>	
C: Find half the value of numbers with 2 significant figures using a variety of strategies															+	
C: Find half and double the value of numbers with 2 sig fig within worded questions																
C: Understand division as grouping to develop times table understand																
Z C: Understand that multiplying one number by another is a way of calculating a repeated addition																
C: Recall 2, 4, 5, 10 x tables																
C: Use calculators to solve problems with whole numbers to include x, $\div$ , or 2 step combinations of these (possibly + or – in practical situations)																
C: Understand half of a number/quantity is dividing (or 'sharing') a whole number by 2 and quarter is dividing a whole number by 4 or halving twicee						1	1							+	+	+-1
C: Read, write and compare halves and guarters of guantities															+	
C: Find halves and guarters of small numbers of items or shapes																
D: Be able to recognise sequences of numbers, including odd and even numbers															هذه	
D: Identify missing numbers in sequences including scales														<u> </u>	<b>_</b>	
D: Recognise odd and even numbers															+	
D: Multiply using single-digit whole number by applying a times-table type calculation																
E: Be able to extract information from simple lists															هذه	
E Identify the largest and smallest value in a simple list																
E. Use information in simple lists to make recommendations																
E: Extract and use information in simple lists to draw conclusions and make recommendations																
E: Draw tally marks and represent information using tally marks and draw conclusions																
E: Use tables, simple charts and diagrams to present results																
<i>F: Be able to know properties of simple 2-D and 3-D shapes</i>															هذه	
F: Know properties of common 2-D and 3-D shapes														<u> </u>	<b>_</b>	
F: Use properties of common 2-D and 3-D shapes to solve practical problems and make conclusions															+	
F: Identify symmetric properties of shapes															+	
G: Be able to recognise and use familiar measures, including time and money														هذه	<u>ris</u>	
G: Find different amounts of money using a combination of coins														<u> </u>		
G: Select correct money to buy items up to a $\pounds1, \pounds5, \pounds10$ and $\pounds20$																
G: Calculate the cost of more than one item up to a £1,£5,£10 and £20																_
G: Calculate the change of more than one item up to a £1,£5,£10 and £20						1									+	+
G: Calculate the cost of more than one item using 3 digits (including 100's of pounds)						1	1									
G: Identify the operation in money problems						1									1	+
ਰੇ G: Develop skills in extracting relevant information in problems with money involving 2 steps																
ର୍ଦ୍ଧି G: Understand vocabulary involving money in worded questions																
G: Use common date formats and identify dates on calendars																
G: Tell the time using analogue and digital time in whole, half and quarter hours																
G: Read times in words and figures in whole, half and quarter hours						Ĩ							1			
G: Calculate duration of time (how much time has elapsed)						Ĩ							1			1
G: Use times to plan schedules						Ĩ							1			1
G: Identify common measurements						1										1
H: Be able to use simple scales and measure to the nearest labelled division																
H: Use scales to read measurements to the nearest labelled division																
H: Estimate, order and measure in distance/length (mm, cm & m)																
H: Estimate, order and measure in temperature (°C) reading thermometers accurately																
H: Estimate, order and measure in weight (g/kg)						1										
H: Estimate, order and measure in capacity (ml/l)						1										
H: Use measurements to make conclusions						1										
						1	I		L							

	Entry 3	А	А	Sp	Sp	Su	Su	А	A	Sp	Sp	Su	Su	А	A	Sp Sp	Su	Su
	A: Be able to add and subtract using three-digit numbers. Be able to solve practical problems involving x and ÷ by 2, 3, 4, 5, 10																	
	A: Understand PV of digits (Th/HTU)																	
	A: Multiply & divide whole number by single-digit whole numbers																	
	A: Understand division as repeated subtraction.																	
	A: Understand the inverse of division is multiplication and can be used to check answers																	
	A: Understand that division is not commutative (reversible)																	
	A: Can solve problems when dividing does not give an exact whole answer																	
	A: Recall multiplication facts for: 2, 3, 4, 5 and 10																	
e	A: Recognise two and three digit multiples of 2, 5 & 10/and three digit multiples for 50, 100																	
/alu	A: Can use the distributive law to multiply e.g. $3 \times 56 = (3 \times 50) + (3 \times 6)$	-	-															
e	A: Understand that there are different strategies to multiply e.g. double & double again, x by 10 and half etc	_	-															<u> </u>
Plac									_								_	<u> </u>
ও	A: Using calculators to solve different problems in more than one step and check answers																	
her	B: Round numbers less than 1000 to the nearest 10 and 100	_																
lum	B: Round numbers less than 1000 to the nearest 10 and 100		_	_													_	
2	B: Count, read, write, order and compare numbers to 1000																	
	B: Understand place value of digits																	
	B: Count on or back in 10s, 100s starting from any two- or three-digit number up to 1000																	
1	B: Estimate answers to calculations using rounding																	
1	B: Check accuracy of calculations and results eg add in a different order, use inverses, estimate answers by rounding																	
	<u>C: Be able to recognise and describe number patterns</u>																	
	C: Describe a number pattern including odd and even, doubles																	
	C: Identify multiples of 2, 5 & 10 in sequences																	
	C: Recognise number patterns in extended sequences & not starting from zero																	
	<u>D: Be able to understand and use simple fractions. Be able to understand decimals (to 2dp) in practical contexts</u>																	
	D: Read and write common fractions, for example halves, quarters, thirds, tenths																	
S	D: Understand what the top and bottom numbers represent																	
tior	D: Understand that a unit fraction is one part of a whole divided into equal parts																	
rac	D: Understand that non-unit fractions are several equal parts of a whole, eg 3/4 represents 3 parts of something that has been divided into 4 equal parts		_	_													_	
	D: Can show a simple fraction of an amount		_															
	D: Understand that equivalent fractions look different but are the same																_	
	D: Recognise and use equivalence $2/4 = 5/10 = \frac{1}{2}$ , $6/6 = 1$	_																
	E: Recognise and name simple 2-D and 3-D shapes and their properties. Extract, use and compare information from lists, tables, simple charts and graphs	_																
	E: Extract & use information and make comparisons from: list, simple charts, simple graphs: understand title, labels, axis, scale, key								_								_	<u> </u>
ata	E: Use a scale to extract numerical values								_								_	<u> </u>
ğ	E: Use a bar chart to make comparisons E: Understand that an icon in a pictogram may have a value of more than one		-						_				-					_
ling	E: Make observations and record numerical information using a tally chart			-														+
pue	E: Understand simple pie charts, for example two, three or four segments			-														+
μ	E: Know how to use a simple scale to represent data								_		-						_	
1	E: Present results in a table or chart with labels	1		+	1													+-1
1	E: Discuss results and conclusions with others								-+		+							+
-	E: Recognise, name and draw simple 2D and 3D shapes in practical contexts	1		1	1													+
ЧS	E: Identify right angles in 2D shapes and in the environment	1		1	1													+
-	F: Understand, estimate, measure and compare length, capacity, weight and temp. Complete calculations with money, measures and use metric units																	
1	F: Understand money to two decimal places (£2.37)																	
	F: Understand the decimal point separates pounds and pence, m and cm																	
1	F: Understand how zero as a place holder, £1.05 and as leading zero, £0.35 and 0.5 m	T	1	1									Ī					
e	F: Round sums of money eg £1.99 = £2																	
sur	F: Complete calculations involving money understanding the calculator display ( $10.3 = £10.30$ )																	
Лea	F: Understand, estimate, measure and compare length, capacity, weight & temperature. Choose & use appropriate units and measuring instruments																	
~	F: Understand common measures to two decimal places																	
1	F: Read scales to the nearest labelled division on measuring instruments												[					
1	F: Use metric units in everyday situations (miles, km, mm, cm, ml, l, g, kg,) and know their facts (eg 1000ml = 1L)	_																
1	F: Read a thermometer, understand that temperature can be measured using Celsius and Fahrenheit	_																
	F: Complete simple calculations involving measures including time	1																+
	F: Read time from an analogue clock accurately																	<b></b>
	F: Identify dates on a calendar					1												