## Maths Entry Level assessment

| CPS | Achieved <br> skills | Functional <br> skills grade |
| :---: | :---: | :---: |
| 9 | $0-8$ | EL1- |
| 10 | $9-16$ | EL1 |
| 11 | $17-24$ | EL1 |
| 12 | $25-31$ | EL1 |
| 13 | $32-38$ | EL1+ |
| 14 | $39-47$ | EL2- |
| 15 | $48-55$ | EL2- |
| 16 | $56-63$ | EL2 |
| 17 | $64-71$ | EL2 |
| 18 | $72-79$ | EL2+ |
| 19 | $80-87$ | EL2+ |
| 20 | $88-96$ | EL3- |
| 21 | $97-105$ | EL3- |
| 22 | $106-114$ | EL3 |
| 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 > $\qquad$ Spring > $\qquad$ Summer > $\qquad$
Year 10 Autumn > $\qquad$ Spring > $\qquad$ Summer > $\qquad$
Year 11 Autumn > $\qquad$ Spring > $\qquad$ Summer > $\qquad$

Name $\qquad$

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
C: Recognise and name 2D shapes
C: Recognise and name 3D shapes
C: Work with 2-D and 3-D shapes identifying shapes in everyday life
D: Be able to describe the properties of size and measure, including length, width, height and weight and make simple comparisons.
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...')
D: Read scales to the nearest whole number
D: Recognise lengths i.e. closest, furthest, shortest, longest
E: Be able to recognise and select coins and notes
E: Identify coins and notes
E: Understand that $£ 1=100$ pence and convert between the two. $£ 1.21=121$ p
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 50 p’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).
X: Work with months, dates and the calendar
X: Work with whole number of hours, am and pm

- F: Be able to sort and classify objects practically using a single criterion

둥 F: Sort and classify objects from list or simple questions
I F: Sort and classify objects working with diagrammatic representation and sorting e.g. by shape or size
F: Recognise and read a bar chart
F: Compile a simple tally chart to collect data

## 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
B: Be able to understand and use addition/subtraction in practical situatiol
\& B: Use answers to make conclusions ie, 'there was not enough money to buy 2 snacks'

| $\stackrel{\rightharpoonup}{n}$ | B: Use calculators to solve problems with whole number to include,+- or 2 step com |
| :--- | :--- | :--- |
|  | C: Be able to use doubling and halving in practical situations |

C: Be able to use doubling and halving in practicar situations
© 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, $10 \times$ 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 C: Read, write and compare halves and quarters of quantities
C: Find halves and quarters of small numbers of items or shapes
D: Be able to recognise sequences of numbers, including odd and even numbers
D: Identify missing numbers in sequences including scales
D: Recognise odd and even numbers
D: Multiply using single-digit whole number by applying a times-table type calculation
n
 E: Be able to extract information from simple lists
$\stackrel{00}{0}$ E: Identify the largest and smallest value in a simple list
E: Use information in simple lists to make recommendations
포 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
F: Be able to know properties of simple 2-D and 3-D shapes
F: Know properties of common 2-D and 3-D shapes
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
G: Find different amounts of money using a combination of coins
G: Select correct money to buy items up to a $£ 1, £ 5, £ 10$ and $£ 20$
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 $£ 20$
G: Calculate the cost of more than one item using 3 digits (including 100's of pounds)
G: Identify the operation in money problems
G: Develop skills in extracting relevant information in problems with money involving 2 steps
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
$\stackrel{\sum_{0}^{2}}{\stackrel{0}{0}}$ G: Read times in words and figures in whole, half and quart
G: Use times to plan schedules
G: Identify common measurements
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 ( $\mathrm{mm}, \mathrm{cm}$ \& m)
H : Estimate, order and measure in temperature $\left({ }^{\circ} \mathrm{C}\right)$ reading thermometers accurately
H : Estimate, order and measure in weight $(\mathrm{g} / \mathrm{kg})$
H: Estimate, order and measure in capacity ( $\mathrm{ml} / \mathrm{l}$ )
H: Use measurements to make conclusions


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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
$\stackrel{\cong}{2}$ A: Recognise two and three digit multiples of $2,5 \& 10 /$ and three digit multiples for 50, 100
A: Can use the distributive law to multiply e.g. $3 \times 56=(3 \times 50)+(3 \times 6)$
A: Understand that there are different strategies to multiply e.g. double \& double again, $x$ by 10 and half etc
A: Using calculators to solve different problems in more than one step and check answers
B: Round numbers less than 1000 to the nearest 10 and 100
B: Round numbers less than 1000 to the nearest 10 and 100
z 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
B: Estimate answers to calculations using rounding
B: Check accuracy of calculations and results eg add in a different order, use inverses, estimate answers by rounding


C: Describe a number pattern including odd and even, doubles
C: Describe a number pattern including odd and
C: Identify multiples of $2,5 \& 10$ in sequences
C: Recognise number patterns in extended sequences \& not starting from zero
D: Be able to understand and use simple fractions. Be able to understand decimals (to 2dp) in practical contexts
D: Read and write common fractions, for example halves, quarters, thirds, tenths
D: Understand what the top and bottom numbers represent
D: Understand that a unit fraction is one part of a whole divided into equal parts
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: Understand that equivalent fractions look different but ar
D: Recognise and use equivalence $2 / 4=5 / 10=1 / 2,6 / 6=1$
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 E: Use a scale to extract numerical values
퓽 E: Use a bar chart to make comparisons
of E: Understand that an icon in a pictogram may have a value of more than one
ㅎ E: Make observations and record numerical information using a tally chart
두 E: Understand simple pie charts, for example two, three or four segments
I Know how to use a simple scale to represent data
E: Present results in a table or chart with labels
E: Discuss results and conclusions with others
$\approx$ E: Recognise, name and draw simple 2D and 3D shapes in practical contexts
E: Identify right angles in 2D shapes and in the environment


F: Understand, estimate, measure and compare length, capacity, weight and temp. Complete calculations with money, measures and use metric units
F: Understand money to two decimal places ( $£ 2.37$ )
F: Understand the decimal point separates pounds and pence, m and cm
F: Understand how zero as a place holder, $£ 1.05$ and as leading zero, $£ 0.35$ and 0.5 m

| F: Understand how zero as a place holder |
| :--- |
| F: Round sums of money eg $£ 1.99=£ 2$ |

$\approx$ F: Round sums of money eg $£ 1.99=£ 2$
F: Complete calculations involving money understanding the calculator display ( $10.3=£ 10.30$ )
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
F: Read scales to the nearest labelled division on measuring instruments
F: Use metric units in everyday situations (miles, km, mm, cm, $\mathrm{ml}, \mathrm{l}, \mathrm{g}, \mathrm{kg}$, and know their facts (eg $1000 \mathrm{ml}=1 \mathrm{~L}$ )
F: Read a thermometer, understand that temperature can be measured using Celsius and Fahrenheit
F: Read a thermometer, understand that temperature can be measu
F: Complete simple calculations involving measures including time

| F: Complete simple calculations involving measur |
| :--- |
| F: Read time from an analogue clock accurately |

F: Identify dates on a calendar

