

Curriculum prioritisation in primary maths 2020/21

Evaluation document: Current Year 5 pupils

Using the *2020 DfE guidance ready-to-progress criteria, listed in the table below, identify aspects that have:

- been taught in school to children by the class teacher
- been taught remotely, or by someone who does not know the children as well
- not been taught at all.

Reflect on how effectively pupils have learnt, remembered and are able to apply what has been taught. Where you are unsure, you should note this down.

From these reflections, prioritise criteria for teaching and learning and use the **Curriculum planning grid** to plan your curriculum for the remainder of this academic year. This evaluation, used continuously over the rest of the year, will also be a useful transition document for the next class teacher.

	Year 4 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher	Year 5 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher
Number and Place Value	4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.			5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.		
	4NPV-2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning.			5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.		

Number Facts	4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.			5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.		
	4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.			5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.		
				5NPV-5 Convert between units of measure, including using common decimals and fractions.		
	4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.			5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.		
	4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.			5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).		
	4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).					

Multiplication and Division	4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.			5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.		
	4MD-2 Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.			5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.		
	4MD-3 Understand and apply the distributive property of multiplication.			5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.		
				5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.		
Fractions	4F-1 Reason about the location of mixed numbers in the linear number system.			5F-1 Find non-unit fractions of quantities.		
	4F-2 Convert mixed numbers to improper fractions and vice versa.			5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.		
	4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.			5F-3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.		

Geometry	4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.			5G-1 Compare angles, estimate, and measure angles in degrees ($^{\circ}$) and draw angles of a given size.		
	4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.			5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.		
	4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.					

*DfE Guidance: 'Teaching mathematics in primary schools June 2020', can be downloaded in full, or per year group, from this page: www.gov.uk/government/publications/teaching-mathematics-in-primary-schools. Summary tables on pages 9-15 (of the full, Years 1-6 document) track criteria across year groups. Within the year group documents, the 'Making connections' blue boxes, detail connections across criteria.