Ready • Check • Go
Maths

Assessment maps

Assessment maps outline the content covered in every test.

Each test is intended to be taken at the start of the year, and so covers core learning from the previous year to check pupils are **Ready** for the year ahead.

For example, the Year 2 test assesses Year 1 ready-to-progress criteria, to **Check** whether pupils have understood the core learning from the Year 1 programme of study and are ready to **Go** with Year 2 learning.

Year 2

Strand	Year 1 ready-to-progress criteria	NC code	Num of Qs	Breakdown of content coverage across Questions
Number and place value	**1NPV–1** Count within 100, forwards and backwards, starting with any number.	1N1a	4	Count from 0 forwards within 50
				Count from any starting number forwards within 100 (*2 examples*)
				Count backwards within 100
	1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	1N4	4	Position a number (to 20) on a numbered number line
				Position a number (to 20) on a partitioned number line (*2 examples*)
				Use inequalities signs to compare numbers
Number facts	**1NF–1** Develop fluency in addition and subtraction facts within 10.	1C1 / 1C4	4	Addition within 10 (*2 examples*)
				Subtraction within 10 (*2 examples*)
	1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.	1N1b	4	Multiples of 2 (forwards)
				Multiples of 5 (forwards)
				Multiples of 10 (backwards)
				Counting through the odd numbers
Addition and subtraction	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	1C1 / 1C4	3	Numbers to 10 from 2 parts
				Numbers to 10 into 2 parts
				Recognise odd and even numbers
	1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	1C2b	3	Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols (*2 examples*)
				Relate additive expressions and equations to real-life contexts

Geometry	1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	1G1a / 1G1b	3	Recognise common 2D shapes
				Recognise common 3D shapes
				Know that rectangles, triangles, cuboids and pyramids are not always similar to one another

Year 3

Strand	Year 2 ready-to-progress criteria	NC code	Num of Qs	Breakdown of content coverage across Questions
Number and place value	2NPV–1 Recognise the place value of each digit in two-digit numbers and compose and decompose two-digit numbers using standard and non-standard partitioning.	2N3	3	Recognise tens / Recognise ones
				Compose two-digit numbers
				Non-standard partitioning
	2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	2N4	3	Reason about the location of any two-digit number in the linear number system
				Reason about the location between the previous and next multiple of 10 (*2 examples*)
Number facts	2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.	2N6 / 2C1	3	Addition facts within 10
				Subtraction facts within 10
				Addition and subtraction facts within 10
Addition and subtraction	2AS–1 Add and subtract across 10.	2C4 / 2C2b 2S2b	4	Add across 10 (1 digit + 1 digit)
				Add across 10 (2 digit + 1 digit)
				Subtract across 10 (2 digit - 1 digit)
				Subtract across 10 (2 digit - 1 digit) Above 20
	2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".	2C4 / 2C2b 2S2b	4	Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". (*4 examples*)
	2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	2C2a / 2C2b	4	Adding ones (with/without exchange) to a 2-digit number within 100
				Adding tens to a 2-digit number within 100
				Subtracting ones (with/without exchange) from a 2-digit number within 100
				Subtracting tens from a 2-digit number within 100

Strand		NC code	Num of Qs	Breakdown
	2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	2C2a / 2C2b	4	2-digit + 2-digit (no exchange)
				2-digit + 2-digit (with exchange)
				2-digit - 2-digit (no exchange)
				2-digit - 2-digit (with exchange)
Multiplication and division	**2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.		3	x2 multiplication tables
				x5 multiplication tables
				x10 multiplication tables
	2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).		3	Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor
				Relate grouping problems where the number of groups is unknown to division equations (*2 examples*)
Geometry	**2G–1** Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.		4	Properties of 2D shapes (*2 examples*)
				Properties of 3D shapes (*2 examples*)

Year 4

Strand	Year 3 ready-to-progress criteria	NC code	Num of Qs	Breakdown of content coverage across Questions
Number and place value	**3NPV–1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	3N3 / 3N4	3	Know that 10 tens are equivalent to 1 hundred
				Know that 100 is 10 times the size of 10
				Identify and work out how many 10s there are in other three-digit multiples of 10
	3NPV–2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.	3N3 / 3N4	2	Recognise the place value of each digit in three-digit numbers
				Decompose three-digit numbers using non-standard partitioning

	3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	3N4	2	Reason about the location of any three-digit number in the linear number system
				Identify the previous and next multiple of 100 and 10
	3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	3N4	2	Divide 100 into 4 equal parts
				Divide 100 into 5 equal parts
Number facts	**3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice	3C1	2	Addition facts that bridge 10
				Subtraction facts that bridge 10
	3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	3C6	2	Multiplication and division facts 2, 5, 10
				Multiplication and division facts 3, 4, 8
	3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)	3C1 3C7	2	Apply place-value knowledge to known additive number facts
				Apply place -value knowledge to known multiplicative number facts
Addition and subtraction	**3AS–1** Calculate complements to 100	3C4	3	Calculate complements to 100 (*3 examples*)
	3AS–2 Add and subtract up to three-digit numbers using columnar methods	3C2	4	Easy add (no exchange)
				Add (exchange)
				Easy subtract (no exchange)
				Subtract (exchange)
	3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition and understand the related property for subtraction.	3C3 3C4	3	Understand the inverse relationship between addition and subtraction
				Understand how addition and subtraction relate to the part–part–whole structure
				Understand and use the commutative property of addition

Multiplication and division	**3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.	3C7	2	Apply known multiplication and division facts to solve contextual problems with different structures (*2 examples*)
Fractions	**3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	3F1c	3	Interpret and write proper fractions to represent 1
				Interpret and write proper fractions to represent several parts of a whole (*2 examples*)
	3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	3F1b	2	Find unit fractions of quantities using known division facts (*2 examples*)
	3F–3 Reason about the location of any fraction within 1 in the linear number system.	3F10 3F3	2	Compare a set of fractions within 1 in the linear number system (*2 examples*)
	3F–4 Add and subtract fractions with the same denominator, within 1.	3F4	2	Add fractions with the same denominator, within 1
				Subtract Fractions with the same denominator, within 1
Geometry	**3G–1** Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	3G4a / 3G4b	2	Recognise right angles as a property of shape
				Identify right angles in 2D shapes presented in different orientations
	3G–2 Identify parallel and perpendicular sides.		2	Identify perpendicular sides
				Identify parallel sides

Year 5

Strand	Year 4 ready-to-progress criteria	NC code	Num of Qs	Breakdown of content coverage across Questions
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.	4N4a / 4N6	3	Know that 10 hundreds are equivalent to 1 thousand
				Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100
				Work out how many 100s there are in other four-digit multiples of 100
	4NPV–2 Recognise the place value of each digit in four-digit numbers, and	4N3a / 4N4a	3	Recognise the place value of each digit in four-digit numbers using standard partitioning

	compose and decompose four-digit numbers using standard and non-standard partitioning.			Recognise the place value of each digit in four-digit numbers using non-standard partitioning (*2 examples*)
	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.	4N4a / 4N4b / 4N2b	3	Reason about the location of any four-digit number in the linear number system, including identifying the previous and next 1,000 (*2 examples*)
				Reason about the location of any four-digit number in the linear number system, including rounding to the nearest of each 100
	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.	4N4a /4N6	3	Divide 1000 into 2, 4, 5 and 10 equal parts
				Read scales/number lines marked in multiples of 1,000 with 10 equal parts (*2 examples*)
Number facts	**4NF–1** Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number.	4C6a	3	Recall multiplication facts up to 12 x 12
				Recall division facts up to 12 x 12
				Recognise products in multiplication tables as multiples of the corresponding number
	4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	3C7 / 3C8	2	Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders
				Interpret remainders appropriately according to the context
	4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)	4C6b	2	Apply place-value knowledge to known additive facts (scaling facts by 100) (*2 examples*)
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.	4F9	2	Multiply and divide whole numbers by 10
				Multiply and divide whole numbers by 10 and 100
	4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	4C6c	3	Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication (*3 examples*)
	4MD–3 Understand and apply the distributive property of multiplication.	4C8	2	Understand and apply the distributive property of multiplication (*2 examples*)

Fractions	**4F–1** Reason about the location of mixed numbers in the linear number system.	4F2	2	Reason about the location of mixed numbers in the linear number system (*2 examples*)
	4F–2 Convert mixed numbers to improper fractions and vice versa.	4F2	2	Convert mixed numbers to improper fractions and vice versa (*2 examples*)
	4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	4F4	3	Add and subtract improper fractions with the same denominator
				Add and subtract mixed fractions with the same denominator
				Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers
Geometry	**4G–1** Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	4P3b / 4P2	2	Draw polygons specified by coordinates in the first quadrant
				Translate polygons within the first quadrant
	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.	4G2a 4M7a	3	Identify regular polygons, including equilateral triangles
				Find the perimeter of irregular polygons (*2 examples*)
	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.	4G2b / 4G2c	2	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

Year 6

Strand	Year 5 ready-to-progress criteria	NC code	Num of Qs	Breakdown of content coverage across Questions
Number and place value	**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.	5F6b	3	Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1
				Know that 0.1 is 10 times the size of 0.01 and that 1 is 100 times the size of 0.01.
				Know that 10 hundredths are equivalent to 1 tenth, and that that 100 hundredths are equivalent to 1 one.
	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.	5F6b	2	Recognise the place value of each digit in numbers with up to 2 decimal places
				Compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning
	5NPV–3 Reason about the location of any number with up to 2 decimals 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.	4N4a 5F7	2	Reason about the location of any number with up to 2 decimals places in the linear number system
				Identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each
	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.	3F1c 4S1	2	Divide 1 into 2, 4, 5 and 10 equal parts
				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.	5M5	3	Convert between units of measure (length), including using common decimals and fractions
				Convert between units of measure (mass), including using common decimals and fractions
				Convert between units of measure (capacity), including using common decimals and fractions
Number facts	**5NF–1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	5C6a	3	Secure fluency in multiplication table facts, and corresponding division facts, through continued practice (*3 examples*)

	5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	5C1 5C2 5C6b 4F9	2	Apply place-value knowledge to known additive number facts (scaling facts by 1 tenth or 1 hundredth)
				Apply place-value knowledge to known multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)
Multiplication and division	**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.	4F9	3	Multiply and divide numbers by 10; understand this as equivalent to making a number 10 times or 1 tenth the size
				Multiply and divide numbers by 100; understand this as equivalent to making a number 100 times or 1 hundredth times the size
				Multiply and divide numbers by 10 and 100
	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.	5C5a	3	Find factors and multiples of positive whole numbers, including common factors (*2 examples*)
				Express a given number as a product of 2 or 3 factors.
	5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	5C7a	3	Multiply any whole number with 3 digits by any one-digit number using a formal written method
				Multiply any whole number with 4 digits by any one-digit number using a formal written method (*2 examples*)
	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.	5C7b	3	Divide a number with 3 digits by a one-digit number using a formal written method
				Divide a number with 4 digits by a one-digit number using a formal written method
				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	**5F–1** Find non-unit fractions of quantities.	3F1b 4F10a	2	Find non-unit fractions of quantities (*2 examples*)
	5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	5F2b	2	Find equivalent fractions
				Understand that equivalent fractions have the same value and the same position in the linear number system.
	5F–3 Recall decimal fraction equivalents for	4F6a 5F6a	2	Recall decimal fraction equivalents for [1/2], [1/4], [1/5] and [1/10]

	[1/2], [1/4], [1/5] and [1/10], and for multiples of these proper fractions.	5F6b		Recall decimal fraction equivalents for [1/2], [1/4], [1/5] and [1/10], and for multiples of these proper fractions
Geometry	**5G–1** Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	4G4 5G4c	3	Compare angles
				Estimate and measure angles in degrees (°) (*2 examples*)
	5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.	5M7b	2	Compare areas of rectangles (including squares) using standard units
				Calculate the area of rectangles (including squares) using standard units