

Margin to be drawn in with a ruler (1 square)

There is a neat, short date on the top line. It is underlined with a ruler.

WALT and Fluent in Five is under the date, on the left side of the page and underlined.

My WALT will be highlighted green if I have achieved it, or orange if I need more time or support on this.

Only one digit written in each square.

My teacher will mark in green and may use codes such as V for verbal feedback.

Purple pen is used for self-marking and corrections.

DD is used for 'digging deeper' questions which make me think more deeply.

02.09.2026

WALT: find 1 more and 1 less
Fluent in 5

3 + 4 =	7 ✓
2 + 6 =	8 ✓
1 + 8 =	9 ✓
5 + 3 =	9.8
7 + 1 =	8 ✓

1a) 14. ✓ 15
b) 12. 13

2 Colour these numbers on the track.

- One less than 19
- One more than 14
- One more than 11

10	11	12	13	14	15	16	17	18	19	20
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3. 13 ✓ DD

DD is 1 year older than his sister.
Dan's sister is 1 year older than Dan's brother.
Dan's brother is 13
How old is Dan's sister? 14 ✓
How old is Dan? 16 15

Sheets are stuck in carefully with no flapping edges or corners.

Mistakes are crossed out neatly with a ruler and written in purple.

How we present our Maths work at West Borough Primary School

Year 2, 3 and 4

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WALT: Compare mass
Fluent in five

218 + 100 =	318	✓
807 - 100 =	707	✓
142 = 42 + 90	132	✓
279 - 90 =	189	✓
373 = 373 + 500		✓

1 a) heavier
b) lighter ✓

2

Tommy is removing shapes to see what happens to the scales.
Tick the correct image in each part.

a) ✓

b) ✓

3 a) 1 kg = 1000 g ✓
b) 2 kg and 100 g < 2 kg and 700 g ✓

DD

I agree with Ron because I know that 1000g = 1 kg so 1 kg is more than 700g ✓

How we present our Maths work at West Borough Primary School

Year 5 & 6

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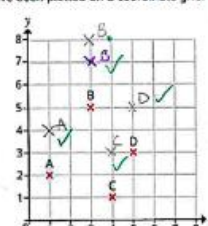
02.09.2026

WALT: use coordinates to translate
Fluent in Five

- $\frac{3}{4}$ of 28 = 7 ✓ $7 \times 3 = 21$
- $65 \times 10 =$ 650 ✓
- $\frac{17}{30} = \frac{2 \times 30}{10} + \frac{3}{30} + \frac{12 \times 21}{30}$
- $177 \div 3 =$ 59 ✓
- $92 \times 41 =$ 3782 ✓ 3782

1 a) A = (4, 2) ✓
B = (6, 5) ✓
C = (7, 1) ✓

2 Four points have been plotted on a coordinate grid.



a) Translate each point 2 squares up.
b) Complete the table to show the coordinates of each point before and after the translation. ✓

Point	Coordinates before	Coordinates after
A	(2, 1), (1, 2)	(4, 3) (1, 4) ✓
B	(5, 3), (3, 5)	(3, 7) ✓
C	(1, 4), (4, 1)	(4, 3) ✓
D	(5, 3) ✓	(5, 5) ✓

DD What do you notice?

DD A point on a grid has the coordinates (5, 4). The point is translated 1 square left and 1 square up. The new coordinates are (4, 5). Do you agree with Ling? Explain your answer.

I notice that the first number (x axis) stays the same and the second number (y axis) increases by 2.

Yes because each axis has increased by 1.

MARKING SYMBOLS

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.	This shows where a child has not answered a question correctly. The answer should then be corrected using purple pen.
	Non-negotiables such as number formation should be underlined with an orange highlighter.
V	ANY verbal feedback given within the lesson e.g. add units or draw a diagram correctly.
FG	Use FG if a child has accessed learning in a focus group for that particular lesson.
S	This shows where a section of work was supported.
I	This shows where a child began to work fully independently after being given support.

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