

Year Four Mathematics – Number and Calculating

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	
	Step One		Step Two (Emerging)		Step Three (Expected)		Exceeding
Number: Number System and fractions and decimals	1. I can count from 0 in steps of 25 and 1000.		42. I can count from 0 in steps of 6, 7 and 9.		83. I can count in multiples of 6, 7, 9, 25 and 1000		I have all of the expected strands and I am embedding these skills in all subjects.
	2. I can count forwards in steps of 1000 from any given number		43. I can count backwards in steps of 1000 from any given number		84. I can find 1000 more or less than a given number		
	3. I recognise that negative numbers come before 0		44. I can order negative numbers		85. I can count backwards through 0 using negative numbers		
	4. I can recognise the value of the thousands digit		45. I can partition 4-digit numbers into thousands, hundreds, tens and units using a number sentence		86. I can recognise the place value of each digit in a 4-digit number (Th, H, T, U)		
	5. I am beginning to compare numbers beyond 1000		46. I am beginning to order numbers beyond 1000		87. I can compare and order numbers beyond 1000		
	6. I can identify numbers using different representations, e.g. practical apparatus		47. I can represent numbers using different representations		88. I can identify, represent and estimate numbers using different representations		
	7. I can round any number to the nearest 10		48. I can round any number to the nearest 100		89. I can round any number to the nearest 10, 100 or 1000		
	8. I recognise decimal numbers exist		49. I am beginning to round decimals with one decimal place to the nearest whole number		90. I can round decimals with one decimal place to the nearest whole number		
	9. I can compare decimal numbers with one decimal place		50. I can order decimal numbers with one decimal place		91. I can compare and order decimal numbers with up to two decimal places		
	10. I can read Roman numerals to 20 (I to XX)		51. I can read Roman numerals to 50 (I to L)		92. I can read Roman numerals to 100 (I to C) and I understand how numbers developed to include 0		
	11. I can recognise using diagrams, families of common equivalent fractions		52. I can show using diagrams, families of common equivalent fractions		93. I can recognise and show, using diagrams, families of common equivalent fractions		
	12. I can count up in hundredths		53. I can count down in hundredths		94. I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten		
	13. I am beginning to solve problems involving simple fractions		54. I can solve problems involving simple fractions		95. I can solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number		
	14. I can add fractions with the same denominator		55. I can subtract fractions with the same denominator		96. I can add and subtract fractions with the same denominator		
	15. I can recognise and write the decimal equivalents of tenths		56. I can recognise and write the decimal equivalents of hundredths		97. I can recognise and write decimal equivalents of any number of tenths or hundredths		
	16. I can recognise and write the decimal equivalents to $\frac{1}{2}$		57. I can recognise and write the decimal equivalents to $\frac{1}{4}$ and $\frac{3}{4}$		98. I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$		
	17. I am beginning to solve simple measure problems involving fractions and decimals to one decimal place		58. I can solve simple measure problems involving fractions and decimals to one decimal place.		99. I can solve simple measure and money problems involving fractions and decimals to two decimal places		

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	
	Step One		Step Two (Emerging)		Step Three (Expected)		Exceeding
Calculating: addition, subtraction, multiplication and division	18. I can add numbers up to 4 digits using the column method 19. I can estimate the answer to a calculation 20. I can solve addition and subtraction two-step problems in contexts 21. I know my 6 and 7 times tables and related division facts 22. I can multiply three numbers together 23. I can find factors of numbers to 20 24. I can multiply and divide a two-digit by a one-digit number using an informal method (e.g. partitioning) 25. I can multiply a whole number by 10 and by 100 26. I am beginning to solve problems involving multiplying and adding		59. I can subtract numbers up to 4 digits using the column method 60. I can check the answer to a calculation using the inverse operation 61. I can decide which operations to use in two-step problems 62. I know my 9 and 11 times tables and related division facts 63. I can use place value and known facts to multiply and divide mentally 64. I can find factors of numbers to 50 65. I can multiply and divide a two-digit number by a one-digit number using a formal layout (grid method and bus stop method) 66. I can divided a whole number by 10 with a whole number answer 67. I can solve problems involving multiplying and adding		100. I can add and subtract numbers up to 4 digits using columnar methods 101. I can estimate and use inverse operations to check answers to a calculation 102. I can solve addition and subtraction two-step problems in contexts, deciding which operation to use and why 103. I can recall multiplication and division facts up to 12x12 104. I can use place value, known and derived facts to multiply and divide mentally, including multiplying and dividing by 0 and 1; dividing by 1; multiplying together three numbers 105. I can recognise and use factor pairs and commutativity in mental calculation 106. I can multiply and divide two-digit and three-digit numbers by a one-digit number using a formal layout 107. I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths 108. I can solve problems involving multiplying and adding, including integer scaling problems and harder correspondence problems such as n objects are connected to m objects		<i>I have all of the expected strands and I am embedding these skills in all subjects.</i>

Year Four Mathematics – Geometry and Measurement

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	
	Step One		Step Two (Emerging)		Step Three (Expected)		Exceeding
Geometry: Properties, position and direction	27. I can name and identify equilateral, isosceles, right angled and scalene triangles		68. I can name and identify all quadrilaterals		109. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		I have all of the expected strands and am embedding these skills in all subjects.
	28. I can identify right angle in different orientations		69. I can identify acute and obtuse angles		110. I can identify acute and obtuse angles and compare and order angles up to two right angles (180°) by size		
	29. I can identify lines of symmetry in squares and rectangles		70. I can identify lines of symmetry in triangles		111. I can identify lines of symmetry in 2D shapes presented in different orientations		
	30. I can complete a simple symmetric figure with respect to a vertical line of symmetry		71. I can complete a simple symmetric figure with respect to a horizontal line of symmetry		112. I can complete a simple symmetric figure with respect to a specific line of symmetry		
	31. I can read coordinates in the first quadrant		72. I can plot coordinates in the first quadrant		113. I can describe positions on a 2D grid as coordinates in the first quadrant		
	32. I understand that movements between positions could be described using left/right and up/down		73. I am beginning to describe movements between positions of a given unit to the left/right and up/down		114. I can describe movements between positions as translations of a given unit to the left/right and up/down		
	33. I can plot specified points on a grid		74. I can draw sides to complete a given polygon		115. I can plot specified points and draw sides to complete a given polygon		
Measurement	34. I can convert between units of length (mm, cm, m, km)		75. I can convert between units of capacity (ml, l)		116. I can convert between different units of measure (e.g. km to m; hr to min)		
	35. I can find the perimeter of simple shapes (e.g. squares and rectangles) in centimetres and metres		76. I can find the length of a rectangle given the perimeter and width in centimetres and metres		117. I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		
	36. I can find the area of a shape by counting squares		77. I can use the formula L x B to find the area of squares / rectangles		118. I can find the area of rectilinear shapes by counting squares		
	37. I can tell the time using analogue and digital clocks and recognise am / pm		78. I can calculate time intervals		119. I can read, write and covert time between analogue and digital 12 and 24 hour clocks		
	38. I can solve one-step problems involving converting units of measure, in context, deciding which operation to use and why		79. I can solve more complex one-step problems involving converting units of measure, in context, deciding which operations to use and why		120. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days		
	39. I can estimate different measures, including money in pounds and pence		80. I can compare different measures, including money in pounds and pence		121. I can estimate, compare and calculate different measures, including money in pounds and pence		
Statistics	40. I can collect data and draw a bar chart		81. I can draw a line graph		122. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs		
	41. I can solve comparison, sum and difference problems using information in tables and bar charts		82. I can solve comparison, sum and difference problems using information in bar charts		123. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		