

National Curriculum Objectives

Year 4

Number – Number and Place Value

I can:

- ☐ count in multiples of 6, 7, 9, 25 and 1000
- ☐ find 1000 more or less than a given number
- ☐ count backwards through zero to include negative numbers
- ☐ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- ☐ order and compare numbers beyond 1000
- ☐ identify, represent and estimate numbers using different representations
- ☐ round any number to the nearest 10, 100 or 1000
- ☐ solve number and practical problems that involve all of the above and with increasingly large positive numbers
- ☐ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number – Addition and Subtraction

I can:

- ☐ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ☐ estimate and use inverse operations to check answers to a calculation
- ☐ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – Multiplication and Division

I can:

- ☐ recall multiplication and division facts for multiplication tables up to 12×12
- ☐ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- ☐ recognise and use factor pairs and commutativity in mental calculations
- ☐ multiply two-digit and three-digit numbers by a one-digit number using formal written layout

- ☐ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number – Fractions

I can:

- ☐ recognise and show, using diagrams, families of common equivalent fractions
- ☐ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- ☐ 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
- ☐ add and subtract fractions with the same denominator
- ☐ recognise and write decimal equivalents of any number of tenths or hundredths
- ☐ recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- ☐ 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 ones, tenths and hundredths
- ☐ round decimals with one decimal place to the nearest whole number
- ☐ compare numbers with the same number of decimal places up to two decimal places
- ☐ solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

I can:

- ☐ convert between different units of measure (for example, kilometre to metre; hour to minute)
- ☐ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- ☐ find the area of rectilinear shapes by counting squares
- ☐ estimate, compare and calculate different measures, including money in pounds and pence
- ☐ read, write and convert time between analogue and digital 12- and 24-hour clocks
- ☐ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – Properties of Shapes

I can:

- ☐ estimate, compare and calculate different measures, including money in pounds and pence
- ☐ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ☐ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ☐ identify lines of symmetry in 2-D shapes presented in different orientations
- ☐ complete a simple symmetric figure with respect to a specific line of symmetry

Geometry – Position and Direction

I can:

- ☐ describe positions on a 2-D grid as coordinates in the first quadrant
- ☐ describe movements between positions as translations of a given unit to the left/right and up/down
- ☐ plot specified points and draw sides to complete a given polygon.

Statistics

I can:

- ☐ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- ☐ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.