| Y4 Maths - What can a successful learner do? | |
| --- | --- |
| **Number Place Value** | |
| I can count in multiples of 6, 7, 9, 25 and 1000. | |
| I can find 1000 more or less than a given number. | |
| I can count backwards to negative numbers below zero. | |
| I know what each digit means in four-digit numbers such as 2024. | |
| I can order and compare numbers above 1000. | |
| I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg. | |
| I can round a number to the nearest 10, 100 or 1000. | |
| I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers. | |
| I can 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. | |
| **Addition Subtraction** | |
| I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction). | |
| I can estimate an answer and check my answer using inverse operations. | |
| I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did. | |
| **Multiplication Division** | |
| I know all my times table up to the 12 times tables. | |
| I know what the outcome is when I multiply a number by 1 or by zero. | |
| I know what the outcome is when I divide a number by 1. | |
| I can multiply three numbers together, such as 3 x 6 x 9. | |
| I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head. | |
| I can multiply a two-digit or a three-digit number by a one-digit number using written methods. | |
| I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats. | |

## Fractions

| |
|---|
| I can show in drawings why a number of fractions equal each other (such as 3/5 and 6/10) and are called equivalent fractions. |
| I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten. |
| I can work out the fractions of numbers such as 4/5 of 25 or 7/10 of 700. |
| I can add and subtract fractions with the same denominator. |
| I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 23/100 = 0.23. |
| I know what the decimal equivalents are for 1/4, 1/2 and 3/4. |
| I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point. |
| I can round decimals with one decimal place to the nearest whole number. |
| I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower. |
| I can solve measure and money problems involving fractions and decimals to two decimal places. |

## Measurement

| |
|---|
| I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm. |
| I can measure and calculate the perimeter of a rectangle (including a square). |
| I can find the area of a rectangular shape by counting the number of squares the shape takes up. |
| I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money. |
| I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks. |
| I can convert hours to minutes, minutes to seconds, years to months and weeks to days. |

## Shape

| |
|---|
| I can group 2-D shapes based on their properties (such as the number of sides) and sizes. |
| I can find acute and obtuse angles and order a set of given angles by size. |
| I can find all the lines of symmetry in 2-D shapes. |

| If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry. | |
|---|---|

| Position | |
|---|---|
| I can find the coordinates of a point on a grid. | |
| I can move (translate) a point on a grid by a given set of jumps either up/down or left/right. | |
| I can plot points using coordinates and join up the points to create a shape. | |

| Statistics | |
|---|---|
| I can take continuous and discrete data and create a bar chart or time graph. | |
| I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs. | |