



Maths Year 4 (Ongoing assessment)

Children in group:

SEN* PP EAL **KPI's**

Number: Place value: Pupils should be taught to:

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 & 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.
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Number- addition and subtraction: Pupils should be taught to:

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 & why
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Number: Multiplication and division Pupils should be taught to:

recall multiplication and division facts for multiplication tables up to 12x12	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	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
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Number: Fractions: Pupils should be taught to:

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
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	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	recognise and write decimal equivalents to 1/4, 1/2, 3/4	solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement: Pupils should be taught to:

Geometry: Pupils should be taught to:

Convert between different units of measure e.g. kilometre to metre; hour to minute	measure and calculate the perimeter of a rectilinear figure in cm & m	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties & 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	begin to recognise where angles are greater than two right angles. Know the term straight angle referring to two right angles together	Begin exploring line symmetry with two lines of symmetry.
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Geometry: Pupils should be taught to:

Statistics: Pupils should be taught to:

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	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
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Key: Emerging (beginning to understand): Pink

Expected (Understood): Yellow

Exceeding (greater depth): Green