

Year 3/4		Step 12	Step 13
Problem Solving		<ul style="list-style-type: none"> - To solve one-step and two-step questions - To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. - To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence - To solve problems in which n objects are connected to m objects. - To solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. - I can solve problems that involve all of the information on fractions. <p>- I can solve number and practical problems using all of my number skills and with increasingly large positive numbers.</p> <p>- 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.</p> <p>- I can solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>- I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why.</p> <p>- I can 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.</p> <p>- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	
Number	Place Value	<ul style="list-style-type: none"> - I can read, write, compare and order numbers up to 1,000 in numerals and words - I can recognise the place value of each digit in a 3-digit number 	<ul style="list-style-type: none"> - I am beginning to find 1000 more or less than a given number. - I can find 1000 more or less than a given number. - I can recognise the place value of each digit in a three digit number - I am beginning to recognise the place value of each digit in a four digit number. I can round any number to the nearest 1000. - I can read Roman numerals to 50 (I to L).
	Counting	I can count forwards and backwards in 10s or 100s from any number.	<ul style="list-style-type: none"> - I can count in multiples of 1000 - I can count in multiples of 25. - I am beginning to count in multiples of 6
	Fractions and Decimals	<ul style="list-style-type: none"> - I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. - I can recognise, find and write fractions of a discrete set of objects and numbers: unit fractions and non-unit fractions with small denominators. - I am beginning to compare and order unit fractions on a number line > 1 	<ul style="list-style-type: none"> - I am beginning to extend the use of number line to connect fractions, numbers and measures. - I am beginning to recognise and write decimal equivalents, e.g. to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ using a numberline to zoom in. - I can find the effect of dividing a one- or two-digit number by 10, identifying the value of the digits in the answer as ones and tenths. - I can count forwards and backwards in tenths expressed as decimals I am beginning to use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations. - I can compare numbers with the same number of decimal places up to one decimal place.
Calculating	Addition and Subtraction	<ul style="list-style-type: none"> - I can add a three-digit number and 100s (HT1s+HT1s). - I can add and subtract numbers with 3 digits, using formal written methods of columnar addition and subtraction with regrouping.. - I can use inverse operations to check answers. 	<ul style="list-style-type: none"> - I am beginning to add numbers with 4 digits using formal written methods of columnar addition and subtraction and mentally where more efficient. - I am beginning to estimate and use inverse operations to checks answers to a calculation involving 4 digit numbers.
	Multiplication and Division	<ul style="list-style-type: none"> - I can recall and use multiplication and division for the 8 times tables up to x12. - I can use formal written methods to write and calculate mathematical statements for multiplication (T1s x 1s) and division. (T1s ÷ 1s, no remainder) for known timestables. 	<ul style="list-style-type: none"> - I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency. - I can recall the 6 and 9 times table up to x5. - I can multiply mentally by 0 and 1 and divide any number by 1. - I can recognise and use factor pairs for numbers to 20 and commutativity in mental calculations. - I am beginning to multiply two digit-digit and three-digit numbers by a one-digit number using formal written layout supported by diagrams (e.g. a grid representation)

Geometry	Properties of shape	<ul style="list-style-type: none"> - I can recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn. - I can identify pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> - I can compare and classify geometric shapes based on their properties and sizes. - I can identify acute and obtuse angles in 2D shapes - I can identify lines of symmetry in 2D shapes. - I can draw symmetric patterns using a variety of media.
	Position and direction		<ul style="list-style-type: none"> - I am beginning to plot coordinates in the first quadrant on a 2D grid. - I understand the meaning of the x and y axis.
Measurement		<ul style="list-style-type: none"> - I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using simple equivalents of mixed units where appropriate (e.g. <i>comparing 1L with 750ml</i>) 	<ul style="list-style-type: none"> - I can convert between units of length, capacity and mass (g, kg), using multiplication to convert from larger to smaller unit given the ratio to convert with.e.g. 1Km = 1000m 1Kg = 1000g 1L=1000ml 1m = 1000mm - I can estimate and compare length. - I am beginning to measure and calculate the perimeter of squares and rectangles in cm and m. - I can measure and calculate the perimeter of squares and rectangles in cm and m.
Measurement - Money		<ul style="list-style-type: none"> - I can add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<ul style="list-style-type: none"> - I can calculate money in £ and p
Measurement - Time		<ul style="list-style-type: none"> - I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - I can compare durations of events (for example, to calculate the time taken by particular events or tasks). 	<ul style="list-style-type: none"> - I can read and write the time on analogue 12- and 24-hour clocks - I can read and write the time on digital 12-hours clocks. - I am beginning to convert hours to minutes. - I can solve simple conversion problems.
Statistics		<ul style="list-style-type: none"> - I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables - I can ask and answer simple questions about totaling and comparing categorical data. 	<ul style="list-style-type: none"> - I can interpret discrete data using appropriate graphical methods, including bar charts - I can solve comparison, sum and difference problems using information in presented in bar charts and pictograms. I recognise discrete data (countable). I recognise continuous data (measures)