

Year 4		Step 13	Step 14
<b>Problem Solving</b>		<ul style="list-style-type: none"> <li>- I can solve number and practical problems using all of my number skills and with increasingly large positive numbers.</li> <li>- 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.</li> <li>- I can solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>- I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why.</li> <li>- 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.</li> <li>- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	
<b>Number</b>	<b>Place Value</b>	<ul style="list-style-type: none"> <li>- I am beginning to find 1000 more or less than a given number.</li> <li>- I can find 1000 more or less than a given number.</li> <li>- I can recognise the place value of each digit in a three digit number</li> <li>- I am beginning to recognise the place value of each digit in a four digit number.</li> <li>I can round any number to the nearest 1000.</li> <li>- I can read Roman numerals to 50 (I to L).</li> </ul>	<ul style="list-style-type: none"> <li>- Using a variety of representations, including measures, I am fluent in comparing and ordering numbers beyond 1000.</li> <li>- I can recognise the place value of each digit in a four digit number.</li> <li>- I can round any number to the nearest 10 and 100</li> <li>- I can read many Roman numerals to 100 (I to C).</li> </ul>
	<b>Counting</b>	<ul style="list-style-type: none"> <li>- I can count in multiples of 1000</li> <li>- I can count in multiples of 25.</li> <li>- I am beginning to count in multiples of 6</li> </ul>	<ul style="list-style-type: none"> <li>- I can count in multiples of 6 and 7 sometimes counting on to find the next number fluently</li> </ul>
	<b>Fractions and Decimals</b>	<ul style="list-style-type: none"> <li>- I am beginning to extend the use of number line to connect fractions, numbers and measures.</li> <li>- I am beginning to recognise and write decimal equivalents, e.g. to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> using a numberline to zoom in.</li> <li>- 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.</li> <li>- I can count forwards and backwards in tenths expressed as decimals</li> <li>I am beginning to use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations.</li> <li>- I can compare numbers with the same number of decimal places up to one decimal place.</li> </ul>	<ul style="list-style-type: none"> <li>- I can extend the use of number line to connect fractions, numbers and measures.</li> <li>- I can recognise that hundredths arise when dividing an object/whole number by one hundred.</li> <li>- I can add and subtract fractions (with the same denominator) to solve problems beyond one whole.</li> <li>- I can recognise and write decimal equivalents, e.g. to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>.</li> <li>- I am beginning to make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.</li> <li>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 ones, tenths and hundredths.</li> <li>I can use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations.</li> <li>- I can compare numbers with the same number of decimal places up to two decimal places.</li> </ul>
<b>Calculating</b>	<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>- I am beginning to add numbers with 4 digits using formal written methods of columnar addition and subtraction and mentally where more efficient.</li> <li>- I am beginning to estimate and use inverse operations to checks answers to a calculation involving 4 digit numbers,</li> </ul>	<ul style="list-style-type: none"> <li>- I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate without regrouping,</li> <li>- I can use inverse operations to check answers to a calculation.</li> </ul>
	<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>- I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency.</li> <li>- I can recall the 6 and 9 times table up to x5.</li> <li>- I can multiply mentally by 0 and 1 and divide any number by 1.</li> <li>- I can recognise and use factor pairs for numbers to 20 and commutativity in mental calculations.</li> <li>- 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)</li> </ul>	<ul style="list-style-type: none"> <li>- I can recall multiplication and division facts for the 6, 7 and 9 times tables up to x12</li> <li>- I can see the relationship between the 3, 6 and 9 times table and use this to help me to remember the facts.</li> <li>- I can multiply together three numbers.</li> <li>- I can recognise and use factor pairs for numbers to 30 and commutativity in mental calculations.</li> <li>- I can use the formal written method of short multiplication (2 digit by 1 digit and short division (2-digit <math>\div</math> 1 digit) with exact answers.</li> </ul>
<b>Geometry</b>	<b>Properties of shape</b>	<ul style="list-style-type: none"> <li>- I can compare and classify geometric shapes based on their properties and sizes.</li> <li>- I can identify acute and obtuse angles in 2D shapes</li> <li>- I can identify lines of symmetry in 2D shapes.</li> <li>- I can draw symmetric patterns using a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare and classify triangles (for example, right angled, equilateral, isosceles and scalene) using geometric properties.</li> <li>- I can compare lengths and angles to decide if a polygon is regular and irregular.</li> <li>- I can identify lines of symmetry in 2D shapes in different orientations.</li> </ul>
	<b>Position and</b>	<ul style="list-style-type: none"> <li>- I am beginning to plot coordinates in the first quadrant on a 2D grid.</li> </ul>	<ul style="list-style-type: none"> <li>- I can draw a pair of axis in one quadrant with equal scales and integer labels.</li> </ul>

	<b>direction</b>	- I understand the meaning of the x and y axis.	- I can read, write and use pairs of co-ordinates (e.g., (2,5)) in the first quadrant. - I am beginning to describe movements between positions as translations of a given unit to the left/right and up/down.
<b>Measurement</b>		- 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.	- 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. 1m = 100cm £1 = 100p 1cm = 10mm - I can estimate and compare length, capacity and mass. - I can express perimeter algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.
<b>Measurement - Money</b>		- I can calculate money in £ and p	- I am beginning to estimate and compare money in £ and p.
<b>Measurement - Time</b>		- 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.	- I read and write the time on 12- and 24-hour digital clocks. - I can convert time between analogue and digital 12-hour clocks. - I can convert minutes to seconds; years to months and weeks to days and vice versa. - I can solve one-step conversion problems in contexts, deciding which operations to use and why.
<b>Statistics</b>		- 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)	- I can interpret discrete data using appropriate graphical methods, including bar charts - I can interpret continuous data using time graphs - I can solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables. I can interpret a range of scales in a variety of representations of data.