Year 4		Step 14	Step 15
Problem Solving		**- I can solve number and practical problems using all of my number skills and with increasingly large positive numbers.** **- 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.** **- I can solve simple measure and money problems involving fractions and decimals to two decimal places.** **- I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why.** **- 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.** **- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.**	
Number	**Place Value**	- Using a variety of representations, including measures, I am fluent in comparing and ordering numbers beyond 1000. - I can recognise the place value of each digit in a four digit number. - I can round any number to the nearest 10 and 100 - I can read many Roman numerals to 100 (I to C).	- I can round any number to the nearest 1000 and 100 and 10. - 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.
	Counting	- I can count in multiples of 6 and 7 sometimes counting on to find the next number fluently	- I can count fluently in multiples of 6, 7, 9, 25 and 1000. - I can count backwards through zero to include negative numbers.
	Fractions and Decimals	- I can extend the use of number line to connect fractions, numbers and measures. - I can recognise that hundredths arise when dividing an object/whole number by one hundred. - I can add and subtract fractions (with the same denominator) to solve problems beyond one whole. - I can recognise and write decimal equivalents, e.g. to ½, ¼, ¾. - 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. 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. I can 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 two decimal places.	- I can use factors and multiples to recognise equivalent fractions and simplify where appropriate (e.g., 6/9 = 2/3). - I can recognise that hundredths arise when dividing tenths by ten. - I can make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. - I can fluently add or subtract fractions with the same denominator. - I can recognise and write the decimal equivalents to any number of tenths or hundredths, as well as ¼, ½, ¾. - I can round decimals with one decimal place to the nearest whole number.
Calculating	**Addition and Subtraction**	- I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate without regrouping, - I can use inverse operations to check answers to a calculation.	- I can estimate the answer to a calculation and say whether my answer is likely. - I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate with regrouping required once.
	Multiplication and Division	- I can recall multiplication and division facts for the 6, 7 and 9 times tables up to x12 -I can see the relationship between the 3, 6 and 9 times table and use this to help me to remember the facts. - I can multiply together three numbers. - I can recognise and use factor pairs for numbers to 30 and commutativity in mental calculations. - I can use the formal written method of short multiplication (2 digit by 1 digit and short division (2-digit ÷ 1 digit) with exact answers.	- I can recall multiplication and division facts for multiplication tables up to 12 x 12. - I can use my multiplication tables knowledge to calculate mentally with multiples of ten. - I can recognise and use factor pairs for numbers to 50 and commutativity in mental calculations. - I can write statement about the equality of expressions. E.g., 37 x 9 = 30 x 9 + 7 x 9 (2 x 3) x 4 = 2 x (3 x 4) - I can use the formal written method of short multiplication (3 digit by 1 digit and short division (3 digit ÷ 1 digit) with exact answers.
Geometry	**Properties of shape**	- I can compare and classify triangles (for example, right angled, equilateral, isosceles and scalene) using geometric properties. - I can compare lengths and angles to decide if a polygon is regular and irregular. - I can identify lines of symmetry in 2D shapes in different orientations.	- I can compare and classify quadrilaterals (for example, parallelogram, trapezium, rhombus) using geometric properties - I can compare and order angles up to two right angles by size by using a protractor to the nearest multiple of 10 - I can recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape. - I can complete a simple symmetric figure with respect to a specific line of

			symmetry.
	Position and direction	- I can draw a pair of axis in one quadrant with equal scales and integer labels. - 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.	- I can describe positions on a 2-D grid as coordinates in the first quadrant. - I can describe movements between positions as translations of a given unit to the left/right and up/down. - I can plot specified points and draw sides to complete a given polygon. - I can use co-ordinate plotting ICT tools.
Measurement		- 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.	- I can convert between different units of measure. - I can estimate, compare and calculate different measures, - I can measure and calculate the perimeter of a range of rectilinear polygons in cm and m. - I can find the area of a shape by counting squares. - I can relate this to arrays and multiplication.
Measurement - Money		- I am beginning to estimate and compare money in £ and p.	- I can use my understanding of decimal notation and place value to record metric measures, including money. - I can estimate, compare and calculate money in pounds and pence.
Measurement - Time		- 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.	- I can read, write and convert time between analogue and digital 12- and 24-hour clocks. - I can solve more complex one- step conversion problems in contexts, deciding which operations to use and why.
Statistics		- 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.	- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - I can use a range of scales in my representations. - I am beginning to relate the graphical representation of data to recording change over time. - I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.