

Pupil's Name: _____

Year 4 Mathematician

	TARGETS	SEEN	SECURE
	Number – Place Value		
1	I can count in multiples of 6, 9 (link to multiples of 3), 7, 25 and 1000.		
2	I can count backwards through zero to include negative numbers.		
3	I can order and compare numbers beyond 1,000.		
4	I can find 1,000 more or less than a given number.		
5	I recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones).		
6	I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.		
7	I can identify, represent and estimate numbers using different representations (e.g. blank number lines, scales, graphs, place value grids).		
8	I can round any number to the nearest 10, 100 and 1000.		
9	I can solve number and practical problems using multiples of 6, 7, 9, 25, 1000, negative numbers and place value (involving increasingly large numbers).		
	Number – Addition and Subtraction		
10	I can add and subtract numbers with up to 4-digits using the formal written methods of column addition and subtraction.		
11	I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.		
12	I can estimate and use inverse operations to check answers to a calculation.		
1	I can calculate and explain missing numbers when using formal written methods.		
	Number – Multiplication and Division		
13	I can recall and use multiplication and division facts for the 6, 9, 7, 11 and 12x tables.		
14	I can recall multiplication and division facts up to 12x12 RAPIDLY .		
15	I can use place value, known and derived facts to multiply and divide mentally.		
16	I can multiply by 0 and 1 and divide by 1.		
17	I can multiply three numbers together.		
18	I recognise and use factor pairs and commutativity in mental calculations.		
19	I can multiply 2-digit numbers and 3-digit numbers by a 1-digit number using a formal written method.		
20	I can solve problems that involve multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit e.g. $14 \times 7 = (10 \times 7) + (4 \times 7)$		
21	I can solve problems that involve integer scaling problems (e.g. recipes) and harder correspondence problems such as n objects are connected to m objects (e.g. if three cakes cost 60p. How much does one cake cost?)		
2	I can use my knowledge of inverse and multiplication and division to solve missing number problems. For example, 60 divided $\square = 4 \times \square$.		
3	I can use an appropriate method when calculating and explain my reasons.		
4	I can solve multi-step problems involving more than one of the operations.		
5	I can compare multiples of given numbers including those with remainders. For example, using a Venn diagram to sort.		
	Number – Fractions (including decimals)		
22	I can count up and down in hundredths; recognising that a hundredth is derived from dividing an object by 100 and dividing tenths by ten.		
23	I recognise and show, using diagrams, families of common equivalent fractions.		
24	I can add and subtract fractions with the same denominator.		
25	I recognise and write decimal equivalents to $1/4$, $1/2$ and \square .		
26	I recognise and write decimal equivalents of any number of tenths or hundredths.		
27	I can round decimals with one decimal place to the nearest whole number.		

Eastfield Mathematics Expectations

28	I can compare numbers with the same number of decimal places up to 2 decimal places.		
29	I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.		
30	I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		
31	I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.		
6	I can place fractions on a number line in real life contexts.		
Measurement			
32	I can estimate, compare and calculate different measures, including money.		
33	I can read, write and convert time between analogue and digital 12-hour and 24-hour clocks.		
34	I can convert between different units for length/height (cm to m; km to m; cm to mm), volume/capacity (ml to l) and mass/weight (g to kg).		
35	I can solve problems and convert different units of time (e.g. hours to minutes; minutes to seconds; hours to days; years to months; weeks to days).		
7	I can use a 24-hour timetable to find out times for journeys between various places.		
36	I can measure and calculate the perimeter of a rectilinear figure in cm and m.		
37	I can find the area of shapes by counting squares.		
Geometry – Properties of Shapes			
38	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.		
39	I can identify lines of symmetry in 2D shapes presented in different orientations.		
40	I can complete a simple symmetrical figure (horizontal, vertical or diagonal).		
41	I can identify acute and obtuse angles and compare angles up to 2 right angles by size.		
Geometry – Position and Direction			
42	I can describe movements between positions as translations of a given unit to the left/right and up/down.		
43	I can describe positions on a 2D grid as coordinates in the first quadrant.		
44	I can plot specified point and draw sides to complete a given polygon.		
Statistics			
45	I can present and interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.		
46	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		