|  |  |  |
| --- | --- | --- |
| **Name: Year group joined/date: SEND/EI PP: Yes/No** | | |
| **MATHS** | | |
|  | Year 4 Expected | Year 4 Greater Depth |
| Number | Read, write compare and order numbers beyond 1000 in numerals and words  Read Roman numerals to 100 and understand how they have changed through time | **Read, write compare and order numbers beyond 1000 in numerals and words in context – dates; measures;** |
| Count in multiples of 6, 7, 9, 25 and 1000 from zero forwards and backwards counting through negative numbers | **Count at speed in multiples of 6, 7, 9, 25 and 1000 from zero forwards and backwards counting through negative numbers** |
| Recognise the value of any digit in a 4 digit number |  |
| Solve practical problems using increasingly large positive numbers |  |
| Round any number to nearest 10, 100 and 1000 | **Use rounding to reason and solve problems** |
| Calculations | Apply the column method using carrying and exchanging to complex problems involving 4 digits.  Solve two step problems. (17) | **Find missing numbers in addition and subtraction calculations using the column method, involving 4 digits.** |
| Estimate answers to addition and subtraction problems using 4 digits.(17.1) |  |
| Recall multiplication and division facts up to 12 X 12 x and ÷ to record. Recognising factor pairs. | **Reason about multiplication and division fact up to 12 x 12 to solve prolems** |
|  |  |
| Double and halve any 2 digit number mentally |  |
| Begin to multiply a 3digit number by a 2digit using formal methods | **Find missing numbers from a multiplication calculation 3 digit by 2 digits** |
| Solve problems using distributive law e.g. 39 X 7 = 30 X 7 + 9 X 7. Be able to use knowledge to multiply and divide mentally. |  |
| Recognise multiples of 2, 5, 10 up to 1000 | **Reasoning about multiples o 2, 5, 10 up to 1000.**  **e.g. Can you make any multiple of 50 using multiples of 2 and 5?** |
| Recognise squared (²), cubed (³) and square root (√) signs | **Use squared (²), cubed (³) and square root (√) signs in context: area and volume of shapes – running track, portable classroom, play house** |
|
| Fractions |  |  |
| Count up and down in hundredths. Recognise and write decimal equivalents of any number with 10ths and 100ths | **Reason about counting up and down in hundredths – missing numbers in a small section of a number square (not starting new line every multiple of 10)** |
| Solve fractional problems involving non-unit fractions |  |
|  |  |
|  |  |
| Recognise and show equivalent fractions. Recognise and write decimal equivalents of any number with ¼ ½ and ¾ | **Solve problems that include both decimals and fractions.** |
| Round decimals with 1 dp to the nearest whole number. Compare numbers with the same number of decimal places up to 2 dp including using money. | **Identify the largest and smallest numbers to 1 dp that could be rounded to a given whole number** |
| Divide 1 digit by 10 or 2 digit numbers by 100 |  |
| Measurement | Convert units of measurements e.g. km to m or hours to minutes |  |
| Read, write and convert analogue and digital time (both 12hr and 24hr) |  |
| Solve problems involving conversions e.g. years to months |  |
| Measure and calculate the perimeter and area of any rectilinear shape counting squares | **To create rectilinear shapes for given perimeters or areas** |
|  |  |
| Geometry | Compare and classify shapes based on properties and sizes |  |
| Identify acute and obtuse angles and compare and order angles up to 2 right angles. | **Draw acute and obtuse angles and compare** |
| Describe positions on a 2D grid as coordinates in the first quadrant and plot specified points.  Describe movements between positions e.g. left/right/up/down |  |
| Identify lines of symmetry in 2D shapes in different orientations | **Complete symmetrical shapes in different orientations when shown either half or a quarter of the shape.** |
| Complete a simple symmetrical figure using a specific line of symmetry |  |
|  |  |
| Statistics | Interpret and present discrete and continuous data choosing appropriate graphical methods |  |
| Solve comparisons, sum and difference problems using information presented in charts | **To independently make observations and comparisons using information presented in charts.** |
| Position and direction | Describe any position on a 2D grid as coordinates in the first quadrant |  |
| Describe movements between positions within the first quadrant e.g. left/right/up/down |  |
| Plot specified points and join them to draw a polygon | **Use coordinates in the first quadrant and direction commands, to give instructions to draw shapes.** |
| Ratio and Proportion |  |  |
|  |  |

q0