Year 4, Block A, Unit 1

Counting, partitioning and calculating

1. I can explain to someone else how I solve problems and puzzles
2. I can read, write and put in order four-digit numbers and positive and negative numbers
3. I can use the < and > signs with positive and negative numbers (e.g. -3 < 1)
4. I can work out sums and differences of multiples of 100 or 1000
5. I can add and subtract two-digit numbers in my head (e.g. 26 47, 43 -16)
6. I can count on and back in eights
7. I know my 8 times-table and my 9 times-table
8. I can multiply and divide by 10 and 100. I can explain what happens to the digits when I do this
9. I can double two-digit numbers
10. I can use a calculator to help me solve one-step and two-step problems
11. I know how to enter prices such as £1.29 and £2.30 into a calculator
12. I know that -7 on a calculator means negative 7
13. I can estimate and check the result of a calculation
14. I can explain how I add and subtract two-digit numbers in my head

Year 4, Block A, Unit 2

Counting, partitioning and calculating

1. I can explain how I solve problems, using diagrams and symbols to help me
2. I can use decimals when I work with money and measurement
3. I can add and subtract mentally pairs of two-digit numbers and find a difference by counting on
4. I can add and subtract three-digit numbers using a written method
5. I can count on and back in sevens
6. I know my tables to 10 × 10
7. I can use the multiplication facts I know to work out division facts
8. I can multiply and divide numbers by 10 or 100 and describe what happens to the digits

9. I can multiply and divide a two-digit number by a one-digit number
10. I can estimate and check the result of a calculation
11. I can explain how I solved a problem and can decide whether someone else solved it in a better way

Year 4, Block A, Unit 3

Counting, partitioning and calculating

1. I can work out how to solve problems with one or two steps
2. I can choose what calculation to work out and I can decide whether a calculator will help me
3. I can count on and back using negative numbers
4. I can read, write and put in order positive and negative numbers
5. I can use the < and > signs with positive and negative numbers (e.g. -3 < 1)
6. I know how to use decimal notation to write numbers such as one and one tenth, two and three tenths, three hundredths
7. I can write two pounds forty pence and three pounds seven pence using decimal points
8. I can put three numbers written in decimal notation in the correct places on a number line
9. I can add and subtract mentally any two-digit numbers you give me, such as 56 - 22, 58 - 39, 64 - 37, 98 - 89
10. I can add and subtract two-digit and three-digit numbers using a written method
11. I know my tables to 10 × 10
12. I can use the multiplication facts I know to work out division facts
13. I can multiply and divide a two-digit number by a one-digit number
14. I know how to interpret a remainder
15. I know that when I am working with money, 5.4 on a calculator display means £5.40
16. I can estimate and check the result of a calculation
17. I can listen to ways that other people solve problems and compare their answer with my own

Year 4, Block B, Unit 1

Securing number facts, understanding shape

1. I can use what I know about polygons to group them into regular and irregular polygons
2. I can work out how to solve problems with one or two steps
3. I can decide what calculation to work out and whether a calculator will help me
4. I can think about the numbers in a calculation and choose a good way to do the calculation
5. I can round numbers in a calculation to help me estimate the answer to the calculation
6. Because I know sums like 3 + 7 = 10, I also know 30 + 70 = 100, 300 + 700 = 1000, 3000 + 7000 = 10 000
7. Because I know differences like 6 - 4 = 2, I also know 60 - 40 = 20, 600 - 400 = 200, 6000 - 4000 = 2000
8. I can work out division facts for the 1, 2, 3, 4, 5 and 6 times-tables
9. I can count in 6s from zero to 60
10. I know facts about regular polygons such as the number of sides and number of angles

11. I can pick out irregular polygons that have at least one right angle
12. If I see a drawing of a cube or a pyramid I can visualise the solid shapes
13. I can make a net for an open cube and fold it to check that it is correct
14. I can explain to the class how I solved a problem
15. I can draw a diagram to show how I solved a problem
16. I can listen to and understand how other people solved a problem. I can decide which method I think is the best

Year 4, Block B, Unit 2

Securing number facts, understanding shape

1. I can see number patterns in the answers to the 3 times-table and can explain how the pattern works
2. I can spot a rule about the number of lines of symmetry that regular polygons have
3. If I add two numbers I can use subtraction to check whether my answer is correct
4. If I divide one number by another I can use multiplication to check whether my answer is correct
5. I can write an explanation of how I solved a problem. I can include number sentences using the +, -, × or ÷ signs where I need to
6. Because I know that double 7 is 14, I know that double 70 is 140
7. I can work out doubles of numbers with two digits
8. I can tell you answers to the 8 times-table, even when the questions are not in order
9. I can use what I know about triangles to group them into equilateral triangles, isosceles triangles and other triangles
10. I can pick out triangles that have a right angle from other triangles
11. I can recognise symmetrical polygons, including those with more than one line of symmetry
12. If I see a drawing of a cube I can imagine the solid shape
13. I can make different nets for cubes and fold them to check they are correct
14. I can compare the way my teacher describes a shape with the way that my friend describes the same shape

Year 4, Block B, Unit 3

Securing number facts, understanding shape

1. I can start with a calculation such as 18 - 3 = 15 and use number patterns to create a family of calculations with the same answer: 180 - 30 = 150, 190 - 40 = 150, 200 - 50 = 150
2. I can draw polygons on triangular grid paper and pick out some of the properties they have in common
3. I can work out how to solve problems with one or two steps
4. I can decide what calculation to work out and whether a calculator will help me
5. I can think about the numbers in a calculation and choose a good way to do the calculation
6. I can describe how I solved a problem about shapes using mathematical vocabulary
7. I can use inverse operations to help me check calculations
8. If you give me a number fact, I can tell you some related facts
9. Because I know number facts such as 8 - 3 = 5, I know that 80 - 30 = 50. I can use this to work out calculations: 86 - 36 = 50
10. I can find differences between numbers such as 2993 and 3000 because I know facts such as 3 + 7 = 10
11. I can work out doubles of two-digit numbers
12. Because I know that double 9 is 18, I know that double 900 is 1800
13. Because I know that double 80 is 160, I know that half of 160 is 80
14. I know that doubling and halving are inverse operations

15. I can tell you answers to the 9 times-table, even when the questions are not in order
16. If you give me a multiplication fact I can give you one or two division facts that go with it
17. I know what a factor of a number means. I can find all the factors of 36
18. When I look at a drawing of a 3-D shape I can work out what shapes I need to make its net, such as four triangles and a square to make a square-based pyramid
19. I can pick out 2-D shapes that have more than one line of symmetry
20. I can draw lots of different polygons on squared paper and tell you their mathematical names
21. I can draw all the shapes made from squares placed edge to edge and tell you what sort of polygon each one is
22. I can work with a group of other children to discuss and plan how we will solve a problem

Year 4, Block C, Unit 1

Handling data and measures

1. I can think about an experiment, predict what might happen and decide how I could go about finding out whether it is true
2. I can collect data and put it in a table to help me explore an idea and find out more about it
3. I can tell people what I have found out and show some graphs to back up my conclusions
4. I can measure lengths, weights, and times to help me find out more about a question I am exploring
5. I can measure lengths to the nearest half centimetre, weights in grams and kilograms, and times in seconds
6. I can contribute to a task in my group so that we are all being helpful as we collect data

Year 4, Block C, Unit 2

Handling data and measures

1. I can think of a question to ask about some information and organise the information to help me find out more about it
2. I can choose from tables, diagrams, tally charts, pictograms and bar charts to show data so that they are easy to understand
3. I can explain how I solved a puzzle using a diagram to help me
4. I can measure carefully lengths to the nearest half centimetre so that my measurement is accurate
5. I can use different kinds of rulers and measuring tapes to measure lengths accurately
6. I can compare graphs with different scales and decide which is the most useful

7. I can contribute to a task in my group so that we are all being helpful as we collect data
8. I can help the group to decide which graph or diagram is a good choice

Year 4, Block C, Unit 3

Handling data and measures

1. I can think about an investigation, predict what might happen and decide how I could go about finding information, perhaps by doing a survey or taking measurements
2. I can collect data in different ways and decide whether to put it in a table, diagram, tally chart, pictogram or bar chart so that it is easy to understand
3. I can tell people what I have found out and show some graphs to back up my conclusions
4. I can estimate the length of a line in centimetres and millimetres and then measure the line to see how close my estimate was
5. I can use different kinds of rulers and measuring tapes to measure lengths accurately
6. I can compare graphs with different scales and decide which is the most useful
7. I can contribute to a task in my group so that we are all being helpful as we collect data

Year 4, Block D, Unit 1

Calculating, measuring and understanding shape

1. I can work out how to solve problems with one or two steps
2. I can solve problems using measurements
3. I can choose what calculation to work out and I can decide whether a calculator will help me
4. I can use mental addition and subtraction to help me solve problems
5. I know when a line is horizontal or vertical
6. I can describe the position of a square on a grid of squares
7. I can estimate and measure a weight
8. I know the relationships between units of weight
9. I can write a mass in kilograms using a decimal point
10. I can use kitchen scales or a bathroom scale to measure a weight
11. I can read a weight in kilograms and grams from a scale marked in kg

12. I can tell the time to the minute on a clock with hands
13. I can write down a time using am and pm
14. I can work out how long it takes to do something if I know the start and end times
15. I can listen to someone else speak and write down important bits of information that will help me with my task
16. I can help the group to decide what we have found out

Year 4, Block D, Unit 2

Calculating, measuring and understanding shape

1. I can work out how to solve problems with one or two steps
2. I can solve problems involving measures and time
3. I can choose what calculation to work out and I can decide whether a calculator will help me
4. I can add and subtract a two-digit and a three-digit number using an efficient written method
5. I know my tables to 10 × 10
6. I can record how to multiply and divide a two-digit number by a one-digit number
7. I can draw a rectangle and work out its perimeter
8. I know that angles are measured in degrees
9. I know that a whole turn is 360 degrees or four right angles
10. I can use the eight compass points
11. I can give directions, follow directions and say how good someone else's directions are
12. I can write lengths like 5 metres and 62 centimetres using decimal points
13. I can estimate and measure a length using metres, centimetres or millimetres
14. I know the relationships between metres, centimetres and millimetres
15. I can use a measuring tape, metre stick or ruler to measure a length accurately
16. I can play different roles in group work
17. I can work as a member of a group to decide how to measure and record capacity

Year 4, Block D, Unit 3

Calculating, measuring and understanding shape

1. I can choose what calculation to work out and I can decide whether a calculator will help me
2. I can work out how to solve problems with one or two steps
3. I can solve problems involving measures and time
4. I can use written methods to add and subtract measurements made in our classroom
5. I can find the area of shapes by counting squares
6. I know if an angle is smaller than 180°
7. I can put a set of angles in order, from smallest to largest
8. I can estimate in degrees the size of an angle less than a right angle
9. I can order decimals on a number line
10. I can estimate and measure a capacity
11. I know the relationship between litres and millilitres

12. I can write a capacity in litres using a decimal point
13. I can read the scale on a measuring cylinder or measuring jug
14. I can solve time problems where I have to work out start and finish times
15. I can use a timetable
16. I can play different roles in group work
17. I can work as a member of a group to plan a bus timetable

Year 4, Block E, Unit 1

Securing number facts, relationships and calculating

1. I can write down number sentences or drawings to help me solve a problem
2. I can tell you answers to the 2, 3, 4, 5, 6 and 10 times-tables, even when they are not in the right order
3. I can use a fraction to describe a part of a whole
4. I can show you on a diagram of a rectangle made from eight squares that one half is the same as two quarters or four eighths
5. I know that two quarters, five tenths and fifty hundredths are the same as one half
6. Using diagrams, I can find pairs of fractions that make 1 whole
7. I can find a fraction of a shape drawn on squared paper
8. I can find a fraction of a number of cubes by sharing them in equal groups
9. I can listen to different ways that people have solved problems and decide which way is the most helpful for me

Year 4, Block E, Unit 2

Securing number facts, relationships and calculating

1. I can write down number sentences or drawings to help me solve a problem
2. When I have solved a problem I re-read the question to make sure the answer makes sense
3. I can tell you answers to the 7 times tables, even when they are not in the right order
4. If you give me a multiplication fact I can give you one or two division facts to go with it
5. I can recognise decimals and fractions that are equivalent
6. I can find fractions that are equivalent to ¼

7. I can order mixed numbers and put them on a number line
8. I can find one fifth of a number by dividing it by 5
9. Using diagrams, I can find pairs of fractions that make one whole
10. I can listen carefully while someone else explains what they have done

Year 4, Block E, Unit 3

Securing number facts, relationships and calculating

1. I can write down number sentences or drawings to help me solve a problem
2. When I have solved a problem I re-read the question to make sure that it makes sense
3. I know all multiplication facts up to 10 × 10,even when they are not in the right order
4. I can use a written method to multiply a two-digit number by a one-digit number
5. I can use a written method to divide a two-digit number by a one-digit number and find the remainder
6. I can use a 2 by 5 rectangle to show you that one fifth is the same as two tenths
7. I can place mixed numbers in the correct place on a number line
8. I know that ½ can also be written as 0.5, ¼ as 0.25 and ¾ as 0.75
9. I know that one tenth can be written as $\frac{1}{10}$ or as 0.1 and that one hundredth can be written as $\frac{1}{100}$ or 0.01
10. I know that $\frac{25}{100}$ is the same as 0.25. It is also the same as ¼
11. I can find the fraction of an amount, such as $\frac{2}{5}$ of £10
12. I can solve simple ratio and proportion problems
13. I can work in a group to quickly sort a set of mixed numbers
14. I can work with a group of other children to discuss and plan how we will solve a problem