### 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  $\pounds$  1.29 and  $\pounds$  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  $10 \times 10$
- 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

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# 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  $\pounds 5.40$
- 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

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# 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 = 10000
- 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

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- 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 +, -,
- imes or  $\div$  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

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# Year 4, Block B, Unit 3

# Securing number facts, understanding shape

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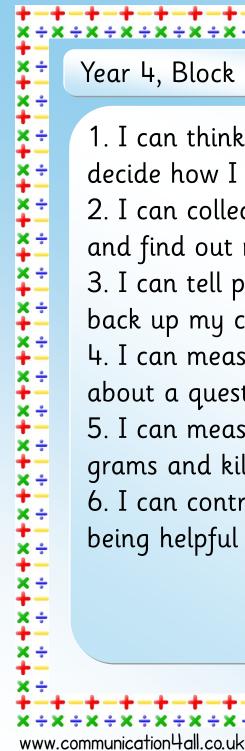
1. I can start with a calculation such as 18 - 3 = 15 and use number patterns to create a family of calculations with the same answer: 180 - 30 = 150, 190 - 40 = 150, 200 - 50 = 150

- 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

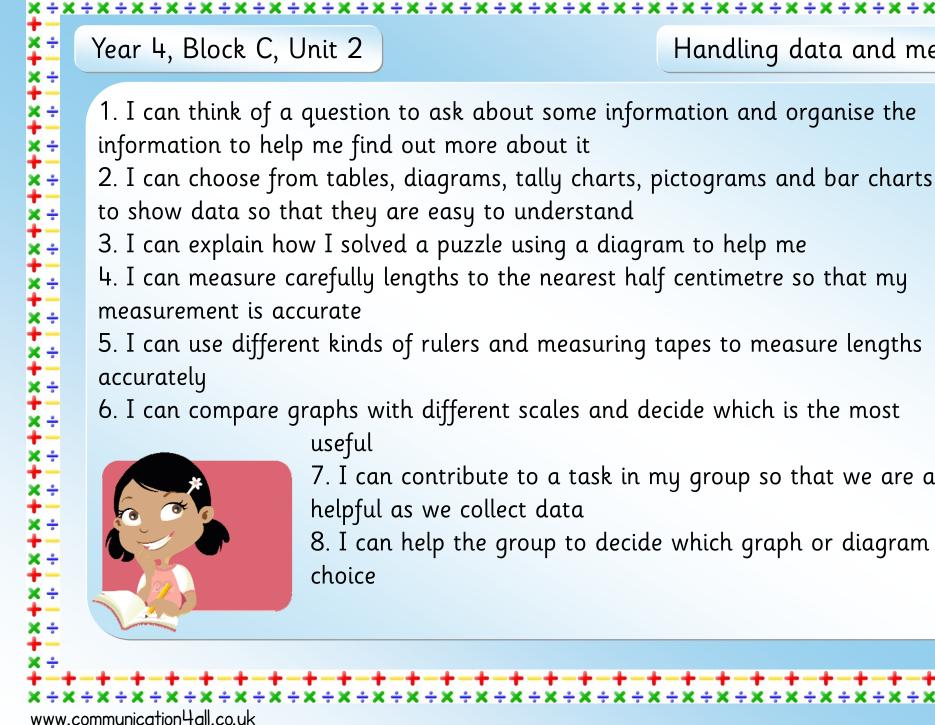


Year 4, Block C, Unit 1

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





useful

7. I can contribute to a task in my group so that we are all being helpful as we collect data

Handling data and measures

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

 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
I can tell people what I have found out and show some graphs to back up my conclusions

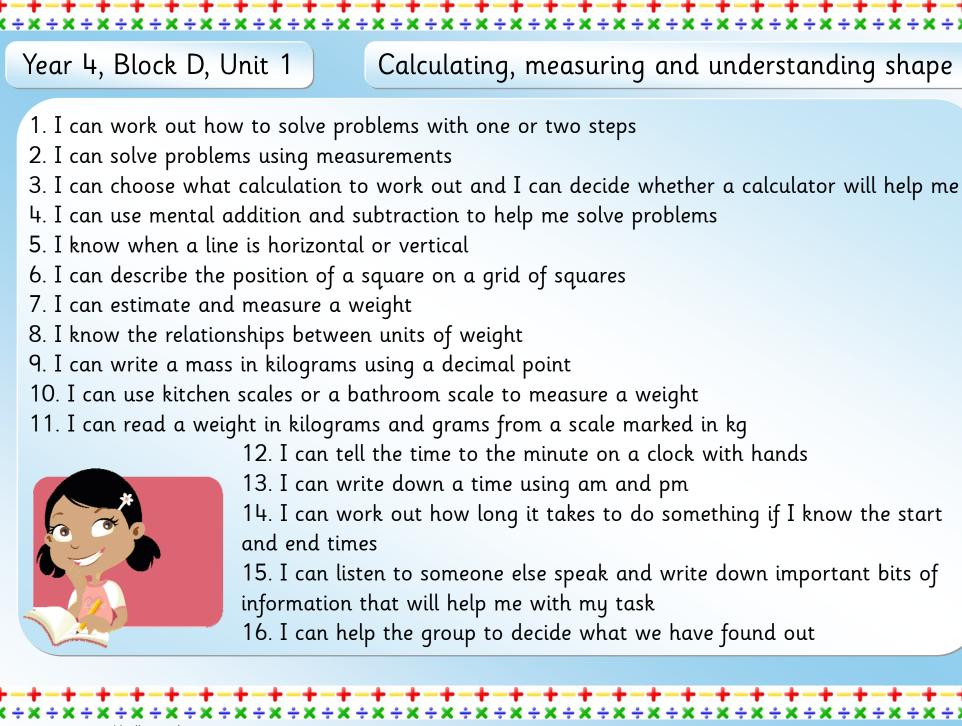
4. I can estimate the length of a line in centimetres and millimetres and then measure the line to see how close my estimate was

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





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- 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  $10 \times 10$

Year 4, Block D, Unit 2

- 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

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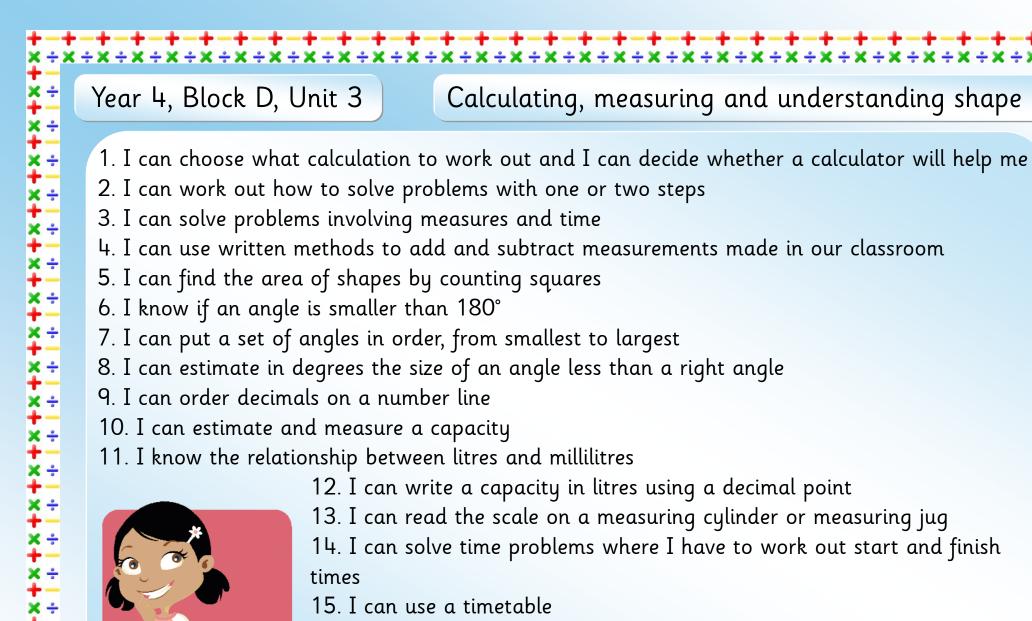
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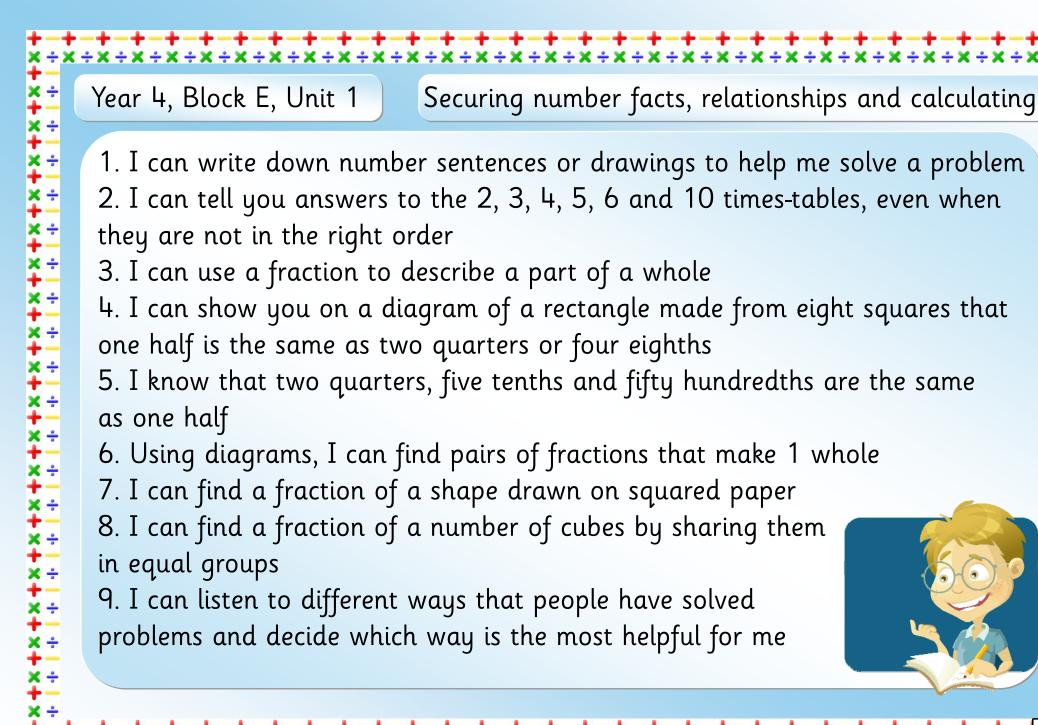
- 16. I can play different roles in group work
- 17. I can work as a member of a group to decide how to measure and record capacity

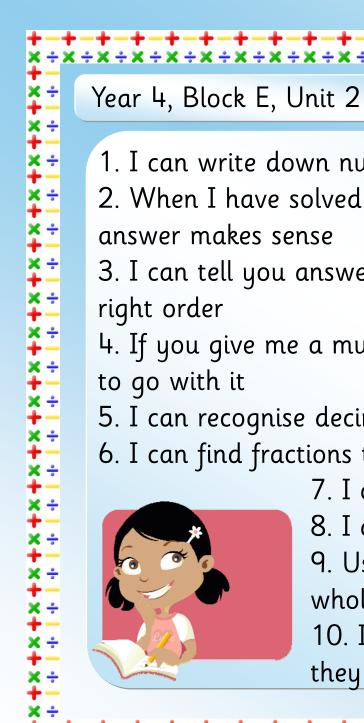




- 16. I can play different roles in group work
- 17. I can work as a member of a group to plan a bus timetable

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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  $\frac{1}{4}$



- 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 1. I can write down numb

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  $10 \times 10$ , even when they are not in the right order

Securing number facts, relationships and calculating

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  $\frac{1}{2}$  can also be written as 0.5,  $\frac{1}{4}$  as 0.25 and  $\frac{3}{4}$  as 0.75

9. I know that one tenth can be written as 1/10 or as 0.1 and that one hundredth can be written as 1/100 or 0.01

10. I know that  $^{25}/100$  is the same as 0.25. It is also the same as  $\frac{1}{4}$ 

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

