**High Ercall Primary School**

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| **Year 4 National Curriculum Programme of Study** |
| **Number and Place Value** |
| I can count in multiples of 6, 7, 9, 25 and 1000 |
| I can find 1000 more or less than a given number |
| I can count backwards through zero to include negative numbers. |
| I can recognise the place value of each digit in a four-digit number. |
| I can compare and order numbers beyond 1000. |
| I can identify, represent and estimate numbers using different representations |
| I can round any number to the nearest 10, 100 or 1000. |
| I can solve number and practical problems that involve all of the above and with increasingly large positive numbers |
| I can read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of 0 and place value |
| **Addition and Subtraction** |
| I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate |
| I can estimate to check answers to a calculation. |
| I can use inverse operations to check answers to a calculation. |
| I can solve addition and subtraction two step problems deciding which operations and methods to use and why. |
| **Multiplication and Division.** |
| I can recall multiplication and division facts for times tables up to 12 x 12. |
| I can recognise and use factor pairs |
| I can use place value and known derived facts to multiply and divide mentally. |
| I can explain commutativity in multiplication. |
| I can multiply a two-digit number by a one-digit number using a formal written method. |
| I can multiply a three-digit number by a one-digit number using a formal written method. |
| I can solve multiplication and division problems, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |
| **Fractions** |
| I can recognise and show, using diagrams, families of common equivalent fractions |
| I can count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 |
| 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 add and subtract fractions with the same denominator. |
| I can recognise and write decimal equivalents to 1/2, 1/4, and 3/4. |
| I can recognise and write decimal equivalents of any number of tenths or hundredths. |
| I can find the effect of dividing a one or two-digit number by 10 and 100 and identify the value of the digits in the answer. |
| I round decimals with one decimal place to the nearest whole number and compare. |
| I can compare numbers with the same number of decimal places up to 2 decimal places |
| I can solve simple measure and money problems involving fractions and decimals to 2 decimal places. |
| **Measurement** |
| I can convert between different units of measure |
| I can find the area of rectilinear shapes by counting squares measure and calculate the perimeter of a rectilinear figure in centimetres and metres. |
| I can find the area of rectilinear shapes by counting squares |
| I can estimate, compare and calculate different measure, including money in pounds and pence. |
| I can read, write and convert time between analogue and digital 12-and 24-hour clocks. |
| I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days. |
| **Properties of Shape** |
| I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes |
| I can identify acute and obtuse angles and compare and order up to two right angles by size. |
| I can identify lines of symmetry in 2-D shapes presented in different orientations. |
| I can complete a simple symmetric figure with respect to a specific line of symmetry. |
| **Position and Direction** |
| I can describe positions on a 2-D grid as co-ordinates 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. |
| **Statistics** |
| I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |
| I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs |