

Year 4		Step 1	Step 2	Step 3	End of Year Expectations
<b>Using and Applying</b>		I can solve number and practical problems using all of my number skills.			
<b>Number</b>	<b>Number system and counting</b>	I can count from 0 in steps of 5, 10 and 100 (2c)	I can count in steps of 2, 3, 5 and 10 from any given number	I can count from 0 in multiples of 4, 8, 50 and 100. (3b times table)	I can count in multiples of 6, 7, 9, 25 and 1000 (3b/3a times tables)
					I can find 1000 more or less than a given number
					I can count backwards through 0 using negative numbers
			I can recognise the place value of each digit in a two digit number (T, U) (2b)	I can recognise the place value of each digit in a three digit number (H, T, U) (3b)	I can recognise the place value of each digit in a four-digit number (Th, H, T, U) (4c)
			I can compare and order numbers up to 100 (2b)	I can compare and order numbers up to 1000 (3b)	I can compare and order numbers beyond 1000 (4c)
					I can identify, represent and estimate numbers using different representations
		I can round 2 digit numbers to the nearest 10	I can round 3 digit numbers to the nearest 10 or 100 (3b)	I can round 4 digit numbers to the nearest 10, 100 and 1000 (4c)	I can round any number to the nearest 10, 100 and 1000. (4b)
					Round decimals with one decimal place to the nearest whole number
				I can compare and order decimal numbers with one decimal place (4c)	I can compare and order decimal numbers with up to two decimal places (4b)

		I can read Roman numerals to 10 (I to X)	I can read Roman numerals to 20 (I to XX)	I can read Roman numerals to 50 (I to L)	I can read Roman numerals to 100 (I to C) and I understand how numbers developed to include 0.
<b>Fractions and decimals</b>			I can find equivalent fractions for a $\frac{1}{2}$ (3a) (Y2)	I can recognise and show equivalent fractions with small denominators (Y3)	I can recognise and show, using diagrams, families of common equivalent fractions (4c)
			I can count up and down in halves and quarters (Y3)	I can count up and down in tenths; recognise that tenths arise when dividing an object by 10. (Y4)	I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
				I can use fractions such as $\frac{1}{4}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{5}$ , $\frac{1}{6}$ , $\frac{1}{10}$ , for sets of objects (3a)	I can solve problems involving increasingly harder fractions to calculate quantities and fractions divide quantities, including non-unit fractions where the answer is a whole number (4c)
				I can add and subtract fractions with the same denominator within a whole (Yr3)	I can add and subtract fractions with the same denominator
				I can recognise and write the decimal equivalents of tenths	I can recognise and write decimal equivalents of any number of tenths or hundredths (4b)

					I can recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$
			I can solve simple measure and money problems involving whole numbers	I can solve simple measure and money problems involving fractions and decimals to one d.p.	I can solve simple measure and money problems involving fractions and decimals to two d.p.
<b>Calculating</b>	<b>Addition &amp; Subtraction</b>	I can add and subtract 2 digit numbers using columnar addition without bridging 10	I can add and subtract 2 digit numbers using columnar methods (3b)	I can add and subtract 3 digit numbers using columnar methods (3b)	I can add and subtract numbers up to 4 digits using columnar methods (4c)
			I can find fact families for an addition or subtraction fact (2b) I am beginning to estimate the answer to a calculation	I can use inverses in number problems (e.g. I think of a number and add 3) (3a) I can estimate the answer to a calculation and say whether my answer is likely	I can estimate and use inverse operations to check answers to a calculation
		I can solve simple addition and subtraction problems (2c)	I can solve one-step problems in contexts, deciding which operations to use and why (2b)	I can solve more complex one-step problems in contexts, deciding which operations to use and why (3c)	I can solve addition and subtraction two-step problems in contexts, deciding which operations to use and why (3b)
	<b>Multiplication &amp; Division</b>	I can recall multiplication and division facts for the 2, 5 and 10 x table (2a)	I can recall multiplication and division facts for the 2, 3, 4, 5, 6, and 10 x table (3b)	I can recall multiplication and division facts for the 7, 8 and 9 x table (3a)	I can recall multiplication and division facts up to 12x12 (4c)
				I can use my multiplication tables knowledge to calculate with multiples of ten (4b)	I can use place value, known and derived facts to multiply and divide mentally, including

					<p>multiplying and dividing by 0 and 1; dividing by 1; multiplying together three numbers</p>
			I can find factors for numbers to 20	I can find factors for numbers to 50	I can recognise and use factor pairs and commutatively in mental calculations (4b)
			I can multiply and divide a two-digit number by a one digit number using an informal method (e.g. number line)	I can multiply and divide a two-digit number by a one-digit number using a formal layout (3b)	I can multiply two-digit and three-digit numbers by a one-digit number using a formal layout (3a)
	I can multiply and divide using practical resources	I can multiply a whole number by 10 (3b)		I can divide a whole number by 10 with a whole number answer (3a)	I can find the effect of dividing a one- or two- digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths (4c)
					I can solve problems involving multiplying and adding, including integer scaling problems and harder correspondence problems such as n objects are connected to m objects
<b>Geometry – Properties of Shape</b>	I can name and identify regular 2d shapes (2a)	I can name and identify right angled, equilateral, isosceles and scalene triangles (4b)		I can name and identify all quadrilaterals	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties

				and sizes (5c)
	I can recognise right angles as quarter turns (2a)	I can identify right angles in different orientations (3c)	I can identify acute and obtuse angles (3b)	I can identify acute and obtuse angles and compare and order angles up to two right angles (1800) by size (3a)
	I can find lines of symmetry in squares and rectangles	I can identify lines of symmetry in squares, rectangles and triangles	I can identify lines of symmetry in regular 2D shapes	I can identify lines of symmetry in 2D shapes presented in different orientations
				I can complete a simple symmetric figure with respect to a specific line of symmetry
<b>Position and Direction</b>			I can plot coordinates in the first quadrant (4c)	I can describe positions on a 2D grids as coordinates in the first quadrant (4c)
				I can describe movements between positions as translations of a given unit to the left/right and up/down (4b)
				I can plot specified points and draw sides to complete a given polygon (4b)
<b>Measurement</b>	I can convert between units of length (mm, cm, m, km)	I can convert between units of length and capacity (ml, l)	I can convert between units of length, capacity and time (seconds, minutes, hours, days)	I can convert between different units of measure (e.g. km to m; hr to min)

	I am beginning to find the perimeter of squares and rectangles (3a)	I can find the perimeter of simple shapes (e.g. squares and rectangles) (4c)	I can find the length of a rectangle given the perimeter and width (5c)	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (5a)
		I can find the area of a shape by counting squares (4a)	I can use the formula $L \times B$ to find the area of square/rectangle (5c)	I can find the area of rectilinear shapes by counting squares (5a)
	I can tell the time to the nearest minute (3b)	I can tell the time, know am/pm and I can calculate time intervals (3a)	I can read and write analogue and digital time	I can read, write and convert time between analogue and digital 12 and 24hr clocks (4c)
	I can solve simple conversion problems	I can solve one-step conversion problems in contexts, deciding which operations to use and why	I can solve more complex one-step conversion problems in contexts, deciding which operations to use and why	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
				I can estimate, compare and calculate different measures, including money in pounds and pence
<b>Statistics</b>	I can construct a pictogram (2b)	I can collect data using a tally chart (3c) I can draw a bar chart (3a)	I can collect discrete data (4b) I can draw a line graph (4a)	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs (4a)
	I can solve comparison, sum and difference problems using information in	I can solve comparison, sum and difference problems using information in	I can solve comparison, sum and difference problems using information in bar	I can solve comparison, sum and difference problems using information



	pictograms	pictograms and tables	charts, pictograms and tables	presented in bar charts, pictograms, tables and other graphs
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