Year 4		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying		I can solve number and practical problems using all of my number skills.			
Number	**Number system and counting**	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.
	Fractions and decimals		I can find equivalent fractions for a ½ (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 ¼, ¼. ¾, 1/5, 1/6, 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 ¼, ½, ¾
			I can solve simple measure	I can solve simple measure	I can solve simple measure

			and money problems involving whole numbers	and money problems involving fractions and decimals to one d.p.	and money problems involving fractions and decimals to two d.p.
Calculating	**Addition & Subtraction**	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)
	Multiplication & Division	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 multiplying and dividing by 0 and 1; dividing by 1; multiplying together three numbers
			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
Geometry – Properties of Shape		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 ,	I can identify lines of symmetry in regular 2D	I can identify lines of symmetry in 2D shapes

		rectangles and triangles	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 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)
Measurement	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 x 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 digits 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
Statistics	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 pictograms	I can solve comparison, sum and difference problems using information in pictograms and tables	I can solve comparison, sum and difference problems using information in bar charts, pictograms and tables	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs