



# Year 4 Maths Assessment (Statements)

Name:

Class:

## Number and Place Value

To count in multiples of 6, 7, 9, 25, 1000

To find 1000 more or less than a given number.

To recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens & ones).

To order and compare numbers beyond 1000.

To identify, represent and estimate numbers using different representations.

To round any number to the nearest 10, 100, 1000

To solve number and practical problems that involve the above and with increasingly large positive numbers.

To read Roman numerals to 100 (I to C) and to know that over time, the numeral system changed to include the concept of zero and place value.

They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

They connect estimation and rounding numbers to the use of measuring instruments.

## Addition and Subtraction

To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

To estimate to check answers to a calculation.

To use inverse operations to check answers to a calculation.

To solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.

To solve mental calculations with increasingly large numbers.

## Multiplication and Division

To recall multiplication facts for multiplication tables up to 12x12.

To recall division facts for multiplication tables up to 12x12.

To use place value, known and derived facts to multiply and divide mentally – including multiplying by 0 and 1 and dividing by 1.

To multiply together three numbers.

To recognise and use factor pairs and commutativity in mental calculations.

To multiply two-digit & three-digit numbers by a one-digit number – using a formal written layout.

To solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder

## Fractions (including Decimals)

To recognise and show, using diagrams, families of common equivalent fractions.

To count up and down in 100ths.

To recognise that 100ths arise when dividing an object by 100 and dividing 10ths by 10.

To 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.

To add and subtract fractions with the same denominator.

To recognise and write decimal equivalents of any number of 10ths, Or 100ths

To recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$

To find the effect of  $\div$  a one- or two-digit number by 10 and 100 and identify the value of the digits in the answer as 1s, 10ths and 100ths.

To round decimals with 1 decimal place to the nearest whole number.



# Year 4 Maths Assessment (Statements)

To compare numbers with the same number of decimal places up to 2 decimal places.

To solve simple measure and money problems involving fractions and decimals to two decimal places.

## Measurement

To convert between different units of measure (e.g. Kilometre to metre; hour to minute).

To measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.

To find the area of rectilinear shapes by counting squares.

To estimate, compare and calculate different measures, including money in pounds and pence.

To read, write and convert time between analogue and digital 12- and 24-hour clocks.

To solve problems involving converting from:

Hours to minutes	<input type="text"/>	Minutes to seconds	<input type="text"/>
Years to months	<input type="text"/>	Weeks to days	<input type="text"/>

To solve problems involving the calculation and conversion of units of measure, including using decimal notation to 1 decimal place.

## Geometry (Properties of Shape, Position and Direction)

To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

To identify acute and obtuse angles.

To compare and order angles up to two rights angles by size.

To identify lines of symmetry in 2-D shapes presented in different orientations.

To complete a simple symmetric figure with respect to a specific line of symmetry.

To describe position on a 2-D grid as co-ordinates in the first quadrant.

To describe movements between positions as translations of a given unit to the left/right and up/down.

To plot specified points and draw sides to complete a given polygon.

To draw a pair of axes with equal scales and integer labels.

To read, write and use pairs of coordinates, including using coordinate-plotting ICT tools.

## Statistics

To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts & time graphs.

To solve 'comparison' problems using information presented in bar charts, pictograms, tables, and simple line graphs.

To solve 'sum' problems using information presented in bar charts, pictograms, tables and simple line graphs.

To solve 'difference' problems using information presented in bar charts, pictograms, tables and simple line graphs.

To use a range of scales when interpreting and presenting data.

To relate the graphical representation of data to recording change over time.

Autumn

Spring

Summer

For a child to be EXP they have to achieve 42 statements targets in black or purple.

For a child to be EXC they have to achieve all targets in black and purple.