

## Year 4 Maths

<b>Place value</b>	<ul style="list-style-type: none"> <li>• The pupil can demonstrate an understanding of:               <ul style="list-style-type: none"> <li>○ Negative numbers (<i>E.g. what is 4 more than -6, what is the next number in this sequence? 12, 7, 2, ___?</i>)</li> <li>○ Place value up to 9,999 (<i>E.g. what is the value of the digit 5 in the number 6542</i>)</li> <li>○ Decimals up to 2 decimal places (<i>E.g. find the difference between 0.6 and 0.73</i>)</li> </ul> </li> </ul>
<b>Addition and subtraction</b>	<ul style="list-style-type: none"> <li>• The pupil can solve addition and subtraction problems with up to 4 digits using a formal written method (<i>E.g. <math>7912\text{cm} + 329\text{cm} = \underline{\quad}</math>, <math>\underline{\quad} + 242 = 1105</math>, <math>654 + 3125 = 561 + \underline{\quad}</math></i>)</li> <li>• The pupil can use estimation and inverse to check answers (<i>E.g. estimate <math>4512 + 1221 = \underline{\quad}</math> as <math>4500 + 1200 = 5700</math>, and check <math>6751 - 2134 = 4617</math> by completing the addition calculation <math>4617 + 2134 = 6751</math></i>)</li> </ul>
<b>Multiplication and division</b>	<ul style="list-style-type: none"> <li>• The pupil can recall the multiplication and division facts for multiplication tables up to 12x12 (<i>E.g. <math>7 \times \underline{\quad} = 84</math>, <math>99 \div \underline{\quad} = 9</math></i>)</li> <li>• The pupil can solve problems involving multiplying 2 and 3 digit numbers by a single digit using formal written layout and can recognise and use factor pairs (<i>E.g. <math>7 \times 312 = \underline{\quad}</math>; <math>6 \times 3 \times 0 \times 1 \times 9 = \underline{\quad}</math>; How many factor pairs can you think of for the number 24?</i>)</li> </ul>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• The pupil can solve problems around fractions including adding and subtracting fractions with the same denominator and recognising families of common equivalent fractions (<i>E.g. <math>2/7 + 5/7 = 1/7 + \underline{\quad}</math>, <math>3/8</math> of 24 = <math>\underline{\quad}</math>, <math>2/7 + \underline{\quad} = 1</math>; John has <math>2/5</math> of a bar and Amy <math>3/10</math>. Who has the most? Why?</i>)</li> </ul>
<b>Decimals</b>	<ul style="list-style-type: none"> <li>• The pupil can recognise decimal equivalents of tenths, hundredths (<i>E.g. <math>0.4 = \underline{\quad} + 2/10</math>; <math>\pounds 2.45 + 123 \text{ pence} + 81 \text{ pence} = \underline{\quad}</math></i>)</li> <li>• The pupil can find the effect of dividing 1 or 2 digit numbers by 10 and 100 (<i>E.g. <math>7 \div 10 = \underline{\quad}</math>, <math>\underline{\quad} \div 100 = 0.13</math></i>)</li> </ul>
<b>Area</b>	<ul style="list-style-type: none"> <li>• The pupil can calculate the area and perimeter of rectilinear shapes and convert between different units of measure (<i>E.g. 3 hours = 180 minutes, 6780 meters = 6km 780 meters</i>)</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• The pupil can solve problems involving reading, writing and converting time between analogue and digital 12- and 24-hour clocks (<i>E.g. A digital clocks reads 18:30. What is the time? Show it on a clock face.</i>)</li> </ul>
<b>Geometry – Shape</b>	<ul style="list-style-type: none"> <li>• The pupil can compare and classify geometric shapes (<i>E.g. classify isosceles, equilateral and scalene triangles</i>)</li> <li>• The pupil can identify and compare different angles (<i>acute and obtuse</i>) and identify lines of symmetry in 2D shapes</li> </ul>
<b>Geometry – Position and Direction</b>	<ul style="list-style-type: none"> <li>• Describe movements and positions on a 2-D grid as coordinates in the first quadrant</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data and solve problems using information provided in a range of graphs (<i>line graphs, bar charts</i>)</li> </ul>