

YEAR 4 ASSESSMENT

Greater depth means that children can explain and reason mathematically, enabling them to deepen their mathematical understanding.

Assessment Standards:	
Number and Place Value	
Working towards:	
Count in multiples of 6, 9, and 1000.	
Find 1000 more or less than a given number.	
Count backwards to zero.	
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	
Order and compare numbers to 1000.	
Identify, represent and estimate numbers using different representations.	
Read Roman numerals to 10 (I to X).	
Expected:	
Count in multiples of 6, 7, 9, 25 and 1000.	
Count backwards through zero to include negative numbers.	
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	
Round any number to the nearest 10, 100 or 1000.	
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	
Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	
Greater depth:	
Count backwards through zero to include negative numbers <i>and forwards from -10 through 0</i> .	
Order and compare numbers beyond 1000 <i>and explain</i> .	
Addition and Subtraction	
Working towards:	
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	
Estimate and use inverse operations to check answers to a <i>simple</i> calculation.	
Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	
Expected:	
Estimate and use inverse operations to check answers to a calculation.	
Great depth:	
To create their own word problems using key vocabulary.	
Multiplication and Division	
Working towards:	
Recall multiplication and division facts for <i>the 2, 3, 4, 5 and 10</i> multiplication tables.	
Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	
Recognise and use factor pairs to 20 and commutativity in mental calculations <i>by reversing the multipliers</i> .	
Multiply two-digit numbers by a one-digit number using formal written layout.	
Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit and integer scaling problems.	
Expected:	
Recall multiplication and division facts for multiplication tables up to 12×12 .	
Recognise and use factor pairs and commutativity in mental calculations.	

YEAR 4 ASSESSMENT

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	
Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	
Great depth:	
To create their own word problems using key vocabulary.	
Fractions	
Working towards:	
Recognise and show, using diagrams, families of common equivalent fractions.	
Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	
Solve problems that involve fractions to calculate quantities, and fractions to divide quantities.	
Add and subtract fractions with the same denominator.	
Recognise and write decimal equivalents of any number of tenths.	
Recognise and write decimal equivalents to: $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{3}{4}$	
Recognise and show, using diagrams, families of common equivalent fractions.	
Find the effect of dividing a one- or two- digit number by 10, identifying the value of the digits in the answer as ones, tenths and hundredths.	
Round decimals with one decimal place to the nearest whole number.	
Compare numbers with one decimal place.	
Solve simple measure and money problems involving fractions and decimals to two decimal places.	
Expected:	
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.	
Recognise and write decimal equivalents of any number of tenths or hundredths.	
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 ones, tenths and hundredths.	
Compare numbers with the same number of decimal places up to two decimal places.	
Compare and order unit fractions with the same denominators.	
Great depth:	
Compare numbers with the same number of decimal places, <i>explaining your answer.</i>	
Add and subtract fractions with the same denominator, <i>using knowledge of common equivalents to write the answers in a simpler form.</i>	
Recognise and write decimal equivalents to: $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{3}{4}$. Using them in real life.	
Recognise families of common equivalent fractions.	
Compare numbers with the same number of decimal places, <i>explaining your answer.</i>	
Measurement	
Working towards:	
Convert between different units of measure [for example, kilometre to metre; hour to minute].	
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	
Find the area of <i>rectangles</i> by counting squares.	
Estimate, compare and calculate different measures, including money in pounds and pence.	
Read, write and convert time between analogue and digital 12-hour clocks.	
Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	
Expected:	

YEAR 4 ASSESSMENT

Find the area of rectilinear shapes by counting squares.	
Read, write and convert time between analogue and digital 12- and 24-hour clocks.	
Find the area of rectilinear shapes by counting squares.	
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	
Identify acute and obtuse angles and compare and order angles up to two right angles by size.	
Identify lines of symmetry in 2D shapes presented in different orientations.	
Geometry- Shape	
<u>Working towards:</u>	
Plot positions on a 2D grid as coordinates in the first quadrant.	
Describe <i>simple</i> movements between positions as translations of a given unit to the left/right and up/down.	
Plot specified points and draw sides to complete a given polygon.	
<u>Expected:</u>	
Describe positions on a 2D grid as coordinates in the first quadrant.	
Describe movements between positions as translations of a given unit to the left/right and up/down.	
Statistics	
<u>Working towards:</u>	
Interpret and present discrete data using appropriate graphical methods, including bar charts and time graphs.	
Solve <i>simple</i> comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
<u>Expected:</u>	
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	