

Information for Parents/Carers

Mathematics Targets - A Year 4 Mathematician

Number

I can recall all multiplication facts to 12×12 .

I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.

I can count backwards through zero to include negative numbers.

I can compare numbers with the same number of decimal places up to 2-decimal places.

I can recognise and write decimal equivalents of any number of tenths or hundredths.

I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.

I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.

I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.

I can solve two step addition and subtraction problems in context.

I can solve problems involving multiplication.

Measurement and geometry

I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.

I know that angles are measured in degrees and can identify acute and obtuse angles.

I can compare and order angles up to two right angles by size.

I can measure and calculate the perimeter of a rectilinear figure in cm and m.

I can read, write and convert between analogue and digital 12 and 24 hour times.

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

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Mathematics Targets

Year 4: Mathematics at Greater Depth

I can solve multi-step problems related to on-going learning in science, history and geography.

I can rapidly recall answers when multiplying and dividing a whole or decimal number by 10.

I deal very confidently and rapidly with any addition or subtraction operations involving up to four digits.

I deal effectively with any reasoning problems related to the Year 4 expectations in number and measures.

I show a good level of resilience when it comes to tackling difficult problems which may require deep thinking.

I can explain my reasoning to a peer and at the same time deepen my own understanding.

I show a growing confidence when applying any multiplication facts to on-going learning in other subjects.

I am able to work out which number or measurement operation is most appropriate to a given problem.

I can return to any area of mathematical learning after a break and pick up quickly without needing to be re-taught.

I can collect my own data on a given project and present information in graphical formats of my choosing.