Cheselbourne Village School Learning Ladder – Maths

Year 4 National Curriculum Maths Objectives

Place Value

I know what each digit means in Thousands, Hundreds Tens and Unit numbers such as 2024. (2 thousands, 0 hundreds, 2 tens, 4 units/ones)	I can find 1000 more or less than any given number.	I can count backwards to negative numbers below zero.
I can round a number to the nearest 10, 100 or 1000.	I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.	I can count in multiples of 6, 7, 9, 25 and 1000. *e.g Multiples of 6 = 6, 12, 18, 24 etc.*
I can 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.		I can order and compare numbers **above 1000.**

Addition and Subtraction (+ and -)

I can add and subtract numbers mentally.	I can estimate an answer and check my answer using inverse operations. E.g. 2+8 =10 so 10 – 8 =2
I can add and subtract numbers with up to **4 digits** using written methods *(see the methods sheet)* E.g. 2982 + 1292	I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.

Multiplication and Division (x and ÷)

I know **all** my times tables up to the 12 times tables.		I can multiply three numbers together, such as 3 x 6 x 9.
I know what the answer is when I multiply a number by 1 or by zero.	I know what factor pairs are. I know that I can multiply numbers in any order and use my knowledge to work out questions in my head.	I can confidently divide a **3 digit number by a 1 digit number** using a written method. E.g. 342 ÷ 2
I know what the answer is when I divide a number by 1.	I can confidently multiply a **3 digit number by a 1 digit number** using written methods. E.g. 342 x 5 =	I can solve worded maths problems such as - how many different outfits can I make from 3 hats and 4 coats.

Fractions

I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.	I can work out the fractions of numbers such as 4/5 of 25 or 7/10 of 700.	I can add and subtract fractions with the same denominator (*bottom number of the fraction*).
I can compare numbers such as 0.26 and 0.56 to say which is higher or lower.	I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 23/100 = 0.23.	I know what the decimal equivalents are for 1/4, 1/2 and 3/4.
I can round decimals with one decimal place to the nearest whole number. E.g. 2.3 rounded = 2	I can show in drawings why a number of fractions equal each other (such as 3/5 and 6/10).	I can solve measure and money problems involving fractions and decimals to two decimal places.

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Year 4 Measure, Geometry & Statistics Objectives		
Measure		
I can estimate of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.	I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres)	I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.
I can read and write time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.	I can convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.	I can convert hours to minutes, minutes to seconds, years to months and weeks to days.
	I can measure and calculate the perimeter of a rectangle (including a square).	I can find the area of a rectangular shape by counting the number of squares the shape takes up.
Shape		
I can group 2-D (and 3D) shapes based on their properties and sizes.	I can classify different triangles (e.g. isosceles, equilateral, scalene) and quadrilaterals (e.g. parallelogram, rhombus, trapezium).	I can compare lengths and angles to decide if a polygon is regular or irregular.
I can find all the lines of symmetry in 2-D shapes including when presented in different orientations	I can find acute and obtuse angles.	
If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.	I can order a set of given angles by size.	
Position		
I can find the coordinates of a point on a grid.	I can plot points using coordinates and join up the points to create a shape.	I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.
I can draw a pair of axes, with equal scales and integer labels then read, write and use pairs of coordinates, (2, 5), including using coordinate-plotting ICT tools.		
Statistics		
I can take data and create a bar chart or time graph.	I can take continuous and discrete data and create a bar chart or time graph.	I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.