



My Year 4 Learning Journey for Mathematics

Strand		I am Working Towards Year 4's objectives with support (Emerging)	I am Working Towards Year 4's objectives (Developing)	I am Achieving Year 4's objectives (Secure)
NUMBER	Number & Place Value	1 I can count in multiples of 4,8,50 and 100.	I can count in multiples of 100, 1, 000 and 6 (using my knowledge of counting in 3's) and can begin the sequences for 7, 9 and 25.	I can count in multiples of 6, 7, 9, 25 and 1000.
		2 I can count backwards through 0 to include negative numbers with some help from an adult.	I can count backwards through 0 to include negative numbers using a number line to help.	I can count backwards through 0 to include negative numbers eg 2,1,0,-1,-2.
		3 I can order and compare numbers to 1,000 using $< > =$, say the value of each digit in a 3 digit number and work out 10 or 100 more or less than a given number to 1,000 eg 10 less than 372 or 100 more than 604.	I can order and compare numbers beyond 1000 using the signs $< > =$, say the value of each digit in a 4 digit number, and can sometimes work out 1,000 more or less than any given 4 digit number.	* I can order and compare 4 digit numbers using the signs $< > =$, say the value of each digit in a 4 digit number, work out 1,000 more or less than any given 4 digit number and use this knowledge to solve place value problems eg Arrange the digit cards 3,7,6,4 to make the smallest possible 4 digit number and explain your answer.
		4 I can round any three digit number to the nearest 10 or 100.	I can usually round any four digit number to the nearest 10, 100 or 1000, sometimes needing to record my working out eg by drawing a blank number-line. I sometimes use rounding to check my $+- \times \div$ answers.	* I can round any four digit number to the nearest 10, 100 or 1000 and any decimal number with one decimal place to the nearest whole number. I can use rounding to check my $+- \times \div$ answers.
	Fractions & Decimals	5 I can use a formal written column method to accurately add and subtract numbers with up to three digits.	I can add and subtract two numbers with up to four digits, often using a formal written column method accurately.	*I can use a formal written column method to accurately add and subtract numbers with up to 4 digits .
		6 I can quickly remember and use multiplication and division facts for the 2, 3, 4, 5 and 8 and 10 x multiplication tables.	I can quickly remember many multiplication and division facts for tables up to 12×12 and, given time, work out remaining facts.	* I can quickly remember multiplication and division facts for multiplication tables up to 12×12 .
		7 I can work out multiplication and division sums involving one and two digit numbers (using multiplication tables that I know) by starting to use a written method some support.	I can multiply and divide 2-digit and 3-digit numbers by a 1-digit number by starting to use a formal written method eg grid method for multiplication or chunking for division	* I can multiply and divide 2-digit and 3-digit numbers by a 1-digit number using a formal written layout eg the grid method for multiplication, chunking for division.
		8 I can solve problems with one step involving totals to 1,000, including missing number, place value and real life problems involving one of the 4 operations	I can solve problems with one or two steps involving totals to 1,000 and beyond, including missing number, place value and real life problems involving one of the 4 operations	*I can solve addition, subtraction, multiplication and division two-step problems (including 'real-life' problems and involving 4 digit numbers) deciding which operations and methods to use and why. Eg I buy 5 pens at 99p each. How much change from £5?
		9 I can explain what a tenth is and how it is written as a decimal or a fraction. I can count up and down in tenths to 1 and sometimes beyond, using fractions or decimals. I can describe a number of tenths eg four out of ten pizza slices as $4/10$ or 0.4	I can count up and down in hundredths below 1 using decimals or fractions. I can describe a number of hundredths and sometimes give an equivalent eg $10/100 = 1/10$ or $1/100 = 0.01$	* I can explain what a hundredth is and how it is written as decimal or fraction. I can count up and down in hundredths including fractions and decimals and I can divide one or two digit numbers by 100. I can describe a number of hundredths eg ten squares on a 10 by 10 square as ten hundredths, 0.1 or one tenth of the total.
		10 I can recognise and show up to three equivalent fractions with small denominators eg by drawing a rectangle on squared paper and showing that $1/2$ is equivalent to $2/4$ and $4/8$.	I can recognise and show families of three or more common equivalent fractions using diagrams eg draw a 3 by 4 rectangle and show that $1/2$ is equivalent to $2/4$ and $3/6$ and $6/12$.	*I can recognise and show families of common equivalent fractions using diagrams and my knowledge of times tables eg I draw a 3 by 4 rectangle and show that $2/12$ is equivalent to $1/6$ and $3/12 = 1/4$; work out a set of fractions equivalent to $2/5$ by using tables facts to help.
		11 I can compare and order unit fractions with small denominators and fractions with the same small denominator eg say whether $1/3$ or $1/4$ is larger and $2/5$ or $4/5$ using supporting diagrams.	I can compare and order unit fractions and fractions with the same denominator using supporting diagrams. I can add and subtract fractions with the same denominator within one whole eg $2/7 + 4/7 = 6/7$.	*I can compare and order unit fractions and fractions with the same denominator eg say whether $1/6$ or $1/7$ is larger and $2/9$ or $5/9$. I can add/subtract fractions with same denominator past 1 eg $3/9 + 8/9 = 11/9$.
		1 I can recognise and write decimal equivalents for $1/4$, $1/2$ and $3/4$.	I can recognise and write decimal equivalents for $1/4$, $1/2$ and $3/4$ and am	* I can recognise and write decimal equivalents for $1/4$, $1/2$ and $3/4$ and any



		2		starting to give the equivalents for any number of tenths or hundredths.	number of tenths or hundredths.
		1	I can recognise, find and write fractions of a set of objects (unit fractions and non-unit fractions with small denominators) eg I can arrange 24 counters into equal groups and select 1/6 or 4/6 of them	I can solve one step problems involving fractions including simple measure and money problems involving fractions and decimals to two decimal places eg I have 12 oatcakes. I eat $\frac{3}{4}$ of them for lunch. Have I got enough left for a snack of two oatcakes later?	* I can solve two step problems involving harder fractions including simple measure and money problems involving fractions and decimals to two decimal places eg I have £20. I spend $\frac{2}{5}$ on a book and $\frac{1}{4}$ on lunch. Do I have enough for a toy costing £8?
		3			
MONEY		1	I can solve real-life money problems involving £ and p, adding, subtracting, giving change to £5 eg I buy a comic for £1 & drink for 55p. How much change from £5?	I can record money using decimal notation eg write £2 and 46p as £2.46 and solve problems involving money in pounds and pence to £10.	*I can record money using decimal notation eg write £ 2 and 50p as £2.50 or £2 and 5p as £2.05 and solve problems involving money in pounds and pence to £20 eg How many pencils costing 45p can be bought with £20?
		4			
MEASURES		1	I can solve measuring problems by measuring, comparing, adding and subtracting: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml)eg How much longer is my pencil than yours?	I convert between different units of measure [for example, kilometre to metre; hour to minute], sometimes needing some reminders eg to multiply by 1,000 to convert 3kg to 3,000g and solve measuring problems by estimating and comparing measures.	* I can convert between different units of measure [for example, kilometre to metre; hour to minute] and solve measuring problems by estimating, comparing and calculating measures eg work out how long from the start of school until lunchtime; say how many 200ml drinks can be poured from a 2litre bottle of juice.
		5			
		1	I can measure and work out the perimeter of rectangles (including squares) in centimetres and metres with some help.	I can measure and work out the perimeter of rectangles (including squares) in centimetres and metres.	I can measure and work out the perimeter of a shape made up of rectangles (including squares) in centimetres and metres eg draw a shape made up of squares on a square grid and measure its perimeter.
		6			
GEOMETRY		1	I can describe and compare common 2-D and 3-D shapes using accurate language, including lengths of lines, angles greater or less than a right angle, shape of faces.	* I can name and describe a range of 2-D and 3-D shapes, including some different types of quadrilaterals and triangles. I can compare and sort 2-D shapes, based on at least one of their properties eg onto a Venn diagram or a Carroll diagram. I am starting to use the words 'obtuse' or 'acute' to correctly describe an angle.	I can name, describe, compare and sort a wide range of 2-D and 3-D shapes, including the different types of quadrilaterals and triangles eg sort types of quadrilateral into a Carroll diagram according to two different properties. I can identify acute, obtuse and right angles.
		7			
		1	I can identify lines of symmetry in simple 2-D shapes with some support. I can complete a design so that it has one line of symmetry.	I can identify lines of symmetry in simple 2-D shapes presented in different orientations (positions and directions). I can complete a design so that it has two lines of symmetry, with some help.	I can identify lines of symmetry in 2-D shapes presented in different orientations (positions and directions). I can complete a design so that it has two lines of symmetry.
		8			
		1	I can plot a point on a 2-D grid (with one quadrant) when I am given a set of co-ordinates, with some help.	I can plot a point on a 2-D grid (with one quadrant) when I am given a set of co-ordinates.	I can plot a point on a 2-D grid (with one quadrant) when I am given a set of co-ordinates and can give the co-ordinates of any position on the grid. I can plot points on the grid to mark the corners of a 2-D shape and join them in the correct order to complete the shape.
		9			
		2	I can answer one/two step questions [eg 'How many more?' and 'How many fewer?' 'Order from most to least popular'] using information shown in scaled bar charts, pictograms and tables. I can present data in more than one way, using bar charts, pictograms where 1 picture represents more than 1 unit, tables.	I can answer questions by interpreting the information presented in bar charts, pictograms, tables and other graphs (including time graphs). Eg use a line graph to answer 'What was the temperature on 12 th October at 8am?' I can present continuous and discrete data eg drawing a bar chart or time graph although I may need some help to know when it is appropriate to use each type of graph.	* I can solve problems using the information presented in bar charts, pictograms, tables and other graphs (including time graphs) to interpret, compare, find sums and differences eg use a line graph to answer ' How much warmer was it at noon on 12 th October than at 8am? I can present continuous (measured data which can take any value in a range) and discrete (counted results with a certain value) data.
		0			

My Learning Reflection

Autumn Test Score:	Spring Test Score:	Summer Test Score:



DO NOT PRINT THIS PAGE

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.