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Year4

Maths Targets

Name _____

Child Speak Target	Greater Depth Target	

	Number Place Value			
K	I can count in multiples of 6, 7, 9, 25 and 1000.		I can count in multiples of 6, 7, 9, 25 and 1000 and use this to spot number patterns and rules.	
	I can find 1000 more or less than a given number.		I can find 1000 more or less than a given number or unit of measure.	
K	I can count backwards to negative numbers below zero.		I can count backwards quickly to negative numbers below zero.	
	I know what each digit means in four-digit numbers such as 2024.		I know what each digit means in four-digit numbers when working with money and measures such as 7024g.	
K	I can order and compare numbers above 1000.		I can confidently order and compare numbers above 1000 in contexts of money or measures.	
	I can make estimates 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 make estimates of a range of things across different subjects - 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.	
K	I can round a number to the nearest 10, 100 or 1000.		I can round a number to the nearest 10, 100 or 1000 and use this in different problems.	
	I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.		I can solve more complex number and practical problems that involve rounding, ordering and exploring negative numbers and with large positive numbers confidently.	
	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 read and use Roman numerals to 100 (I to C) independently and know that over time, the numeral system changed to include the concept of zero and place value.	
	Addition Subtraction			
	I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).		I can add and subtract numbers with up to 4 digits, including decimal numbers, using written methods (for example, using column addition and subtraction).	
	I can estimate an answer and check my answer using inverse operations.		I can accurately estimate an answer and independently check my answer using inverse operations.	
K	I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.		I can solve addition and subtraction two-step problems involving decimal notation, choosing the most efficient methods.	
	Multiplication Division			
K	I know all my times table up to the 12 times tables.		I know all my times table up to the 12 times tables and can use them quickly.	
	I know what the outcome is when I multiply a number by 1 or by zero.		I know what the outcome is when I multiply a decimal value by 1 or by zero.	
	I know what the outcome is when I divide a number by 1.		I can calculate the outcome of a decimal divided by another number.	
	I can multiply three numbers together, such as 3 x 6 x 9.		I can multiply three numbers together, such as 7 x 6 x 9 quickly and accurately.	
	I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.		I know what factor pairs are I can multiply numbers in any order and use my knowledge to work out questions in my head confidently.	
	I can multiply a two-digit or a three-digit number by a one-digit number using written methods.		I can solve real-life problems by multiplying a two-digit or a three-digit number by a one-digit number using written methods.	
	I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.		I can solve more complex maths problems such as - how many different outfits can I make from 3 hats and 4 coats and begin to write a mathematical rule.	
	Fractions			
K	I can show in drawings why a number of fractions equal each other (such as 3/5 and		I can show in drawings why a number of fractions equal each other (such as 3/7 and 6/14) and are	

	6/10) and are called equivalent fractions.	*called equivalent fractions and begin to use this in different subjects and contexts.*	
K	*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 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 and begin to compare this with units of measurement*	
	I can work out the fractions of numbers such as 4/5 of 25 or 7/10 of 700.	*I can work out the fractions of numbers such as 4/7 of 28 or 7/12 of 648 to solve part of a multi-step problem*	
	I can add and subtract fractions with the same denominator.	*I can add and subtract fractions with the same denominator to solve problems in different subjects.*	
	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 can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 43/100 = 0.43 and order them.*	
	I know what the decimal equivalents are for 1/4, 1/2 and 3/4.	*I know what the decimal equivalents are for 1/4, 1/2, 2/4 and 3/4 and can order them independently.*	
	I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.	*I can confidently divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.*	
K	*I can round decimals with one decimal place to the nearest whole number.*	*I can round decimals with one decimal place to the nearest whole number and use this to estimate and check the answers to problems.*	
	I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.	*I can compare and order a string of numbers such as 0.26, 0.31 and 0.56 to say which is bigger/ lower.*	
K	*I can solve measure and money problems involving fractions and decimals to two decimal places.*	*I can solve more complex measure and money problems involving fractions and decimals to two decimal places.*	
	Measurement		
K	*I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.*	*I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm to solve real-life problems.*	
	I can measure and calculate the perimeter of a rectangle (including a square).	*I can measure and calculate the perimeter of compound rectangles.*	
	I can find the area of a rectangular shape by counting the number of squares the shape takes up.	*I can find the area of a rectangular shape by multiplying the length and width together.*	
	I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.	*I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money, and use this to solve real-life problems.*	
	I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.	*I can solve problems involving reading, writing and converting 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 confidently solve problems by converting between hours and minutes, minutes and seconds, years and months, and weeks and days*	
	Shape		
K	*I can group 2-D shapes based on their properties (such as the number of sides) and*	*I can organise and compare 2-D shapes based on their range of properties (such as the number of*	

	sizes.		*sides) and sizes.*
	I can find acute and obtuse angles and order a set of given angles by size.		*I can find acute and obtuse angles and order a large set of given angles by size independently.*
K	*I can find all the lines of symmetry in 2-D shapes.*		*I can find all the lines of symmetry in 2-D shapes independently.*
	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.		*If I have been given one half of a complex symmetrical shape, I can complete the other half based on the position of the line of symmetry.*
Position			
	I can find the coordinates of a point on a grid.		*I can find and plot the coordinates of a point on a grid.*
	I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.		*I can accurately move (translate) a shape or set of points on a grid by a given set of jumps either up/down or left/right.*
K	*I can plot points using coordinates and join up the points to create a shape.*		*I can plot points using coordinates and join up the points to create regular and irregular shapes*	.
Statistics			
	I can take continuous and discrete data and create a bar chart or time graph.		*I can take continuous and discrete data and create a bar chart or time graph from a range of different subjects.*
K	*I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.*		*I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs across different subjects.*