**Year 4**
**Assessment Grid**

# Maths

## Number and Place Value

| | |
|---|---|
| 1. | Count in multiples of 6, 7, 9, 25 and 1000 |
| 2. | Find 1000 more or less than a given number |
| 3. | Count backwards through zero to include negative numbers |
| 4. | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) |
| 5. | Order and compare numbers beyond 1000 |
| 6. | Identify, represent and estimate numbers using different representations including measures |
| 7. | Round any number to the nearest 10, 100 or 1000 |
| 8. | Solve number and practical problems that involve all of the above and with increasingly large positive numbers |
| 9. | 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. |

| Year 4 Assessment Grid |
| :--- |
| **Maths** |

# Addition and Subtraction

| | |
| :--- | :--- |
| 10. | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate |
| 11. | Estimate and use inverse operations to check answers to a calculation |
| 12. | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why |

# Multiplication and Division

| | |
| :--- | :--- |
| 13. | Recall multiplication and division facts for multiplication tables up to 12 × 12 |
| 14. | 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 |
| 15. | Recognise and use factor pairs and commutatively in mental calculations |
| 16. | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout |
| 17. | 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 |

## Fractions

| | |
|---|---|
| 18. | Recognise and show, using diagrams, families of common equivalent fractions |
| 19. | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten |
| 20. | 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 |
| 21. | Add and subtract fractions with the same denominator |
| 22. | Recognise and write decimal equivalents of any number of tenths or hundredths |
| 23. | Recognise and write decimal equivalents to 1/4, 1/2, 3/4 |
| 24. | 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 |
| 25. | Round decimals with one decimal place to the nearest whole number |
| 26. | Compare numbers with the same number of decimal places up to two decimal places |

| | Year 4<br>Assessment Grid<br>**Maths** | | |
|---|---|---|---|
| 27. | Solve simple measure and money problems involving fractions and decimals to two decimal places | | |

# Measurement

| 28. | Convert between different units of measure e.g. kilometre to metre; hour to minute | | |
|---|---|---|---|
| 29. | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | | |
| 30. | Find the area of rectilinear shapes by counting squares | | |
| 31. | Estimate, compare and calculate different measures, including money in pounds and pence | | |
| 32. | Read, write and convert time between analogue and digital 12- and 24-hour clocks | | |
| 33. | Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days | | |

# Properties of Shape

| 34. | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | |
|---|---|---|---|

| | |
|---|---|
| 35. Identify acute and obtuse angles and compare and order angles up to two right angles by size | |
| 36. Identify lines of symmetry in 2-D shapes presented in different orientations | |
| 37. Complete a simple symmetric figure with respect to a specific line of symmetry | |
| 38. Begin to recognise where angles are greater than two right angles. Know the term straight angle referring to two right angles together | |
| 39. Begin exploring line symmetry with two lines of symmetry. | |

# Statistics

| | |
|---|---|
| 40. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | |
| 41. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | |