YEAR 4	
Unit	Topic
1. Place value	• I can identify the place value of each digit in a 4 digit number (thousands, hundreds, tens, ones) • I can order and compare numbers and use the symbols < = > for numbers beyond 1000 (up to 9999)
2. Addition	• I can add numbers with up to 4 digits using formal column addition • I can solve addition two-step word problems in contexts, deciding which operations and methods to use
3. Subtraction	• I can subtract numbers with up to 4 digits using formal column subtraction • I can solve subtraction two-step word problems in contexts, deciding which operations and methods to use
4. Multiplication	• I can multiply three-digit numbers by a one-digit number using the formal written method of short multiplication • I can solve problems involving multiplying including using the distributive law (3x18 =3 × (10 + 8) = 3×10 + 3×8) to multiply two digit numbers by one digit • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
5. Division	• I can use the formal short division method for 3 digit numbers divided by a one digit number where there are no remainders in the answer. • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
6. Place Value	• I can find 1000 more/less than a given number *(up to 10,000)* • I can round any number *up to 9999* to the nearest 10, 100, 1000
7. Addition and Subtraction	• I can add and subtract mentally 4 digit number and ones, 4 digit numbers and tens, 4 digit numbers and hundreds and 4 digit numbers and thousands • I can solve addition and subtraction two-step word problems in contexts, deciding which operations and methods to use

YEAR 4	
Unit	Topic
8. Shape - Properties	• I can compare and classify geometric shapes, including quadrilaterals (for example, parallelogram, rhombus, trapezium) and triangles (for example, isosceles, equilateral, scalene) based on their properties and sizes • I can identify lines of symmetry in 2-D shapes presented in different orientations • I can complete a simple symmetric figure with respect to a specific line of symmetry
9. Number Facts	• I can count from zero in multiples of 6, 7, 9, 25 and 1000 (up to 10x) • I can recall multiplication and division facts for all of the times tables up to 12x12 • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
10. Fractions	• I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • I can use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$).
11. Fractions	• I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions (numerator is other than one) where the answer is a whole number • I can solve simple measure and money problems involving fractions and decimals to two decimal places.
12. Shape - Angles	• I can identify acute and obtuse angles and compare and order angles up to two right angles by size • I can decide if a polygon is regular or irregular

YEAR 4	
Unit	Topic
13. Place Value	• I can round any number up to 9999 to the nearest 10, 100, 1000 • I can make a reasonable estimate of the answer to a calculation by using rounding (with numbers to 4 digits) • I can count backwards through zero to negative numbers *(to at least -10)*
14. Multiplication	• I can multiply three-digit numbers by a one-digit number using the formal written method of short multiplication • I can solve problems involving multiplying including using the distributive law (3x18 =3 × (10 + 8) = 3×10 + 3×8) to multiply two digit numbers by one digit • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
15. Measurement - Time	• I can read, write and convert time between analogue and digital 12 and 24 hour clocks
16. Addition	• I can add numbers with up to 4 digits using formal column addition • I can solve addition two-step word problems in contexts, deciding which operations and methods to use
17. Subtraction	• I can subtract numbers with up to 4 digits using formal column addition • I can solve subtraction two-step word problems in contexts, deciding which operations and methods to use

YEAR 4	
Unit	Topic
18. Fractions – decimal equivalence	• I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • I can recognise and write decimal equivalents of any number of tenths or hundredths • I can recognise and write decimal equivalents to , ,
19. Multiplication	• I can multiply three-digit numbers by a one-digit number using the formal written method of short multiplication • I can solve problems involving multiplying including using the distributive law (3x18 =3 × (10 + 8) = 3×10 + 3×8) to multiply two digit numbers by one digit • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
20. Division	• I can use the formal short division method for 3 digit numbers divided by a one digit number where there are no remainders in the answer. • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
21. Statistics	• I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (using a greater range of scales)

YEAR 4	
Unit	Topic
22. Multiplication – 10, 100, 100	• I can multiply and divide numbers by 10 100 1000 • I can use multiplication and division to convert between different units of measure (including km to m, hour to minute)
23. Place Value – Rounding	• I can round any number up to 9999 to the nearest 10, 100, 1000 • I can round decimals with one decimal place to the nearest whole number • I can compare numbers with the same number of decimal places up to two decimal places
24. Measurement – Area & Perimeter	• I can measure and calculate the perimeter of a rectilinear (including squares) shape in cm and m • I can find the area of a rectilinear by counting squares
25. Addition	• I can add numbers with up to 4 digits using formal column addition • I can solve addition two-step word problems in contexts, deciding which operations and methods to use
26. Subtraction	• I can subtract numbers with up to 4 digits using formal column addition • I can solve subtraction two-step word problems in contexts, deciding which operations and methods to use

YEAR 4	
Unit	Topic
27. Multiplication	• I can multiply three-digit numbers by a one-digit number using the formal written method of short multiplication • I can solve problems involving multiplying including using the distributive law (3x18 =3 × (10 + 8) = 3×10 + 3×8) to multiply two digit numbers by one digit • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
28. Division	• I can use the formal short division method for 3 digit numbers divided by a one digit number where there are no remainders in the answer. • I can solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. Including correspondence questions such as how to share three cakes equally between 10 children.
29. Fractions	• I can add and subtract fractions with the same denominator • I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions (numerator is other than one) where the answer is a whole number • I can solve simple measure and money problems involving fractions and decimals to two decimal places.
30. Measurement/Ratio	• I can estimate, compare and calculate different measures including money in pounds and pence. • I can solve problems involving integer scaling problems (the length of the small table is 120cm, the large table is 3 times longer) and harder correspondence problems such as n objects are connected to m objects
31. Measurement – Co-ordinates	• I can describe positions on a 2D grid as coordinate in the first quadrant • I can describe movements between positions as translations of a given unit to the left/right and up/down • I can plot specified points and draw sides to complete a given polygon