**Band 4**

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| **Number and Place Value** | **B** | **JA** | **SA** | **E** |
| count in multiples of 6, 7, 9, 25 and 1000 |  |  |  |  |
| find 1, 10, 100 and 1000 more or less than a given number |  |  |  |  |
| count backwards through zero to include negative numbers |  |  |  |  |
| recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) |  |  |  |  |
| order and compare numbers beyond 1000 |  |  |  |  |
| identify, represent and estimate numbers using different representations including measures |  |  |  |  |
| round any number to the nearest 10, 100 or 1000 |  |  |  |  |
| solve number and practical problems that involve all of the above and with  increasingly large positive numbers |  |  |  |  |
| 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. |  |  |  |  |
| **Addition and Subtraction** | **B** | **JA** | **SA** | **E** |
| add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate |  |  |  |  |
| estimate and use inverse operations to check answers to a calculation |  |  |  |  |
| solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why |  |  |  |  |
| **Multiplication and Division** | **B** | **JA** | **SA** | **E** |
| recall multiplication and division facts for multiplication tables up to 12 × 12 |  |  |  |  |
| use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying 3 numbers |  |  |  |  |
| recognise and use factor pairs and commutativity in mental calculations |  |  |  |  |
| multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout |  |  |  |  |
| 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** | **B** | **JA** | **SA** | **E** |
| recognise and show, using diagrams, families of common equivalent fractions |  |  |  |  |
| count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten |  |  |  |  |
| 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 |  |  |  |  |
| add and subtract fractions with the same denominator |  |  |  |  |
| recognise and write decimal equivalents of any number of tenths or hundredths |  |  |  |  |
| recognise and write decimal equivalents to 1/4, 1/2, ¾ |  |  |  |  |
| 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 |  |  |  |  |
| round decimals with one decimal place to the nearest whole number |  |  |  |  |
| compare numbers with the same number of decimal places up to two decimal places |  |  |  |  |
| solve simple measure and money problems involving fractions and decimals to two decimal places |  |  |  |  |
| **Measurement** | **B** | **JA** | **SA** | **E** |
| Convert between different units of measure e.g. kilometre to metre; hour to minute |  |  |  |  |
| measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres |  |  |  |  |
| find the area of rectilinear shapes by counting squares |  |  |  |  |
| estimate, compare and calculate different measures, including money in pounds and pence |  |  |  |  |
| read, write and convert time between analogue and digital 12- and 24-hour clocks |  |  |  |  |
| solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days |  |  |  |  |
| **Properties of Shape** | **B** | **JA** | **SA** | **E** |
| compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes |  |  |  |  |
| identify acute and obtuse angles and compare and order angles up to two right angles by size |  |  |  |  |
| identify lines of symmetry in 2-D shapes presented in different orientations |  |  |  |  |
| complete a simple symmetric figure with respect to a specific line of symmetry |  |  |  |  |
| begin to recognise where angles are greater than two right angles. Know the term straight angle referring to two right angles together |  |  |  |  |
| Begin exploring line symmetry with two lines of symmetry. |  |  |  |  |
| **Position and Direction** | **B** | **JA** | **SA** | **A** |
| describe positions on a 2-D grid as coordinates in the first quadrant |  |  |  |  |
| describe movements between positions as translations of a given unit to the left/right and up/down |  |  |  |  |
| plot specified points and draw sides to complete a given polygon |  |  |  |  |
| **Statistics** | **B** | **JA** | **SA** | **A** |
| interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |  |  |  |  |
| solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs |  |  |  |  |