Maths Progress Checker – Year 4: Meeting **Name:_____**

Number: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
Number and Place Value						
• I can count in multiples of 6, 7, 9, 25 and 100.						
• I can find 1000 more or less than a given number.						
• I can count backwards through zero to include negative numbers.						
• I can recognise the value of each digit in a 4 digit number (1s, 10s, 100s and 1000s).						
• I can order and compare numbers beyond 1,000.						
• I can identify, represent and estimate numbers using different representations.						
• I can round any number to the nearest 10, 100 or 1,000.						
• I can solve number problems and practical problems with all of the above and with increasingly large positive numbers.						
• 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.						
Number: Addition and Subtraction						
• I can add whole numbers with up to 4-digits using formal written methods.						
• I can subtract whole numbers with up to 4-digits using formal written methods.						
• I can estimate and use inverse operations to check answers to calculations (use + to check a – calculation).						
• I can solve two-step addition and subtraction problems deciding which calculations and methods to use.						
TOTAL						
NUMBER of targets achieved at 2 or 3						

Number: Key Assessment Criteria	OCT	DEC	FEB	APR	MAY	JUL
Number: Multiplication and Division						
• I can recall multiplication and division facts for multiplication and division facts up to 12 x 12.						
• I can use place value, known and worked out facts to multiply and divide mentally (including x by 0 and 1, ÷ by 1, x 3 numbers e.g. 3 x 5 x 8, 600 ÷ 3 = 200).						
• I can recognise and use factor pairs and commutativity in mental calculations (3 x 9 = 9 x 3, 7 + 8 = 8 + 7).						
• I can multiply 2-digit and 3-digit numbers by a 1-digit whole number using formal written method.						
• I can solve problems with multiplication and adding (e.g. 39 x 7 = 30 x 7 + 9 x 7) integer scaling problems and harder correspondence problems (e.g. If there are 3 main course and 3 pudding choices, how many different meal combinations are there? Or 3 cakes are shared equally between 10 children)						
Number: Fractions, Decimals and Percentages.						
• I can recognise and show families of common equivalent fractions using diagrams.						
• I can count up and down in hundredths; recognising that hundredths are made by dividing a number by 100 or dividing tenths by 10.						
• I can solve problems calculating fractions of quantities including non unit fractions and more tricky fractions.						
• I can add and subtract fractions with the same denominator.						
• I can recognise and write decimal equivalents of ½ , ¼ , ¾						
• I can find the effect of dividing a 1-digit or 2-digit number by 10 or 100 identifying the value of the digits in the answer as 1s, tenths and hundredths.						
• I can round decimals with 1 decimal place to the nearest whole number.						
• I can compare numbers with 1 and 2 decimal places (as long as they have the same number of decimal places)						
• I can solve simple money and measure problems involving fractions and decimals to 2 decimal places.						
TOTAL						
NUMBER of targets achieved at 2 or 3						

Measurement: Key Assessment Criteria	**OCT**	**DEC**	**FEB**	**APR**	**MAY**	**JUL**
• I can convert between different units of metric measures (e.g. km and m, hour to minute).						
• I can calculate perimeters of rectilinear shapes including squares in cm and m.						
• I can calculate the area of rectilinear shapes by counting squares.						
• I can estimate, compare and calculate different measures including money in pounds and pence.						
• I can read, write and convet between analogue and digital 12- and 24-hour clocks..						
• I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.						
Geometry: Key Assessment Criteria						
Properties of Shapes:						
• I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.						
• I can identify acute and obtuse angles and compare and order angles smaller than 180^0.						
• I can identify lines of symmetry in 2D shapes presented in different orientations.						
• I can complete a simple symmetrical figure with respect to a specific line of symmetry						
Position and Direction:						
• I can describe positions on a 2D grid as coordinates in the first quadrant						
• I can describe movements between positions as translations to the left/right, up /down.						
• I can plot specified points and draw sides to complete a given polygon.						
Statistics: Key Assessment Criteria						
• I can interpret and present discrete data using bar charts and time graphs						
• I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.						
TOTAL						
NUMBER of targets achieved at 2 or 3						
PERCENTAGE of targets achieved at 2 or 3						