# Tick Boxes for National Curriculum Targets (England)

## Year 4 Numeracy

**Why Play**
Learning at Home

| Evidence | | Date | |
|---|---|---|---|
| | | | **Number – number and place value** |
| | | | count in multiples of 6, 7, 9, 25 and 1000 ♣ find 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 |
| | | | 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 |
| | | | **Number – addition and subtraction** |
| | | | 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. |
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| | | | **Number – multiplication and division** |
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| | | | 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 together three numbers |
| | | | recognise and use factor pairs and commutativity in mental calculations |
| | | | multiply 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 |
| | | | **Number – fractions** |
| | | | 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, 3/4 |
| | | | 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 |

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| | | | **Measurement** |
| | | | Convert between different units of measure [for example, 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 |
| | | | **Geometry – properties of shapes** |
| | | | 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 |
| | | | **Geometry – position and direction** |
| | | | 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 |
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| | | | **Statistics** |
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| | | | 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 |