Maths Assessment Checklist

Year 4

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

		Working towards the expected standard							
A		I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number							
B		I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)							
C		I can compare and order numbers up to 1000							
D		I can Identify, represent and estimate numbers using different representations							
E		I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction							
F		I can recall and use multiplication and division facts for the 2,3, 4,5, 8 and10 multiplication tables							
G		1 can recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, 7/ 5 + 7/ 1 = 7 6]							
		Working at the Expected Level							
1	Number & Place Value	I can count in multiples of 6, 7, 9, 25 and 1000							
2		I can find 1000 more or less than a given number							
3		I can count backwards through zero to include negative numbers							
4		I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)							
5		I can order and compare numbers beyond 1000							
6		I can identify, represent and estimate numbers using different representations							
7		I can solve number and practical problems that involve all of the above and with increasingly large positive numbers							
8		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							
9		I can round any number to the nearest 10, 100 or 1000							
10	+/-	I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate							
11		I can estimate and use inverse operations to check answers to a calculation							
12		I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.							
13	x/÷	I can recall multiplication and division facts for multiplication tables up to 12 × 12							
14		I can 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		I can recognise and use factor pairs and commutativity in mental calculations							
16		I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout							
17		I can 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							
18	Recognising and comparing fractions	I can recognise and show, using diagrams, families of common equivalent fractions							
19		I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten							
20		I can 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		I can add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths							
22		I can recognise and write decimal equivalents to 4 1, 2 1, 4 3							
23		I can 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							
24		I can round decimals with one decimal place to the nearest whole number							
25		I can compare numbers with the same number of decimal places up to two decimal places							

26	Measures	I can solve simple measure and money problems involving fractions and decimals to two decimal places.						
27		I can convert between different units of measure [for example, kilometre to metre; hour to minute]						
28		I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres						
29		I can find the area of rectilinear shapes by counting squares						
30		I can 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						
31		I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.						
32	**Shape**	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes						
33		I can identify acute and obtuse angles and compare and order angles up to two right angles by size						
34		I can 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						
35	**Position**	I can describe positions on a 2-D grid as coordinates in the first quadrant						
36		I can describe movements between positions as translations of a given unit to the left/right and up/down						
37		I can plot specified points and draw sides to complete a given polygon						
38	**Stats**	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.						
39		I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs						

<u>Working at the Greater Depth</u>

Children should first be able to apply the skills within age related expectations, to a range of contexts, challenging them to develop a deeper understanding (depth not breadth).

Below could also be used:

40		Use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems						
41		Round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000						
42		Relate tenths and hundredths to fractional values						
43		Rapidly recall answer when multiplying and dividing a whole or decimal number by 10						
44		Solve multi-step problems involving more than one of the operations						
45		Work out simple percentage values of whole numbers as is related to on-going learning in science, history and geography						
46		Compare and add fractions whose denominators are all multiples of the same number						
47		Use a 24-hour timetable to find out times for a journey between various places						
48		Use knowledge of perimeter to work out perimeter of large areas around school using metres and centimetres						
49		Collect own data on given project and present information in graphical formats of their choosing						