Expectations Framework for Mathematics

Working at the expected standard (4S): Year 4

To be deemed as working at the expected standard at the end of Year 4 needs to demonstrate that they have met all the standards below as well as having a broad understanding of the rest the curriculum. For an objective to be met a pupil must demonstrate an ability in fluency, reasoning and problem solving aspects of the target.

Statement	Evidence	Secure
Counting and Place value		
Counts in multiples of 6		
Count in multiples of 7		
Count in multiples of 9		
Count in multiples of 25		
Count in multiples of 1000		
Can identify the place value of each digit in a 4 digit number using the terminology ones, tens, hundreds and thousands		
Can compare, order and represent numbers beyond 1000		
Can count backwards through 0 in to negative numbers and can give examples of why we may need to do this in real life contexts		
Round any number to the nearest 10		
Round any number to the nearest 100		
Round any number to the nearest 1000		
Addition and Subtraction		
Use an increasing number of mental methods to add and subtract small numbers quickly and efficiently		
Use the column method of addition to add 4 digit numbers efficiently in a range of contexts		
Use the column method of subtraction to subtract up to 4 digit numbers efficiently in a range of contexts		
Use inverse to check calculations		
Apply addition and subtraction to a wide range of more complex one step and two step problems		
Multiplication		
Recall and use all the multiplication and division facts to 12 x 12		
Multiply 2 and 3 digit numbers by 1 digit using formal written layout		
Divide number up to 4 digits by 1 digit using formal written method for division		
Fractions		
Understand how hundredths arise and count up and down in tenths		
recognise and show, using diagrams families of common equivalent fractions		
Solve problems using increasingly more complex fractions to calculate quantities including non-unit fractions where the answer is a whole number		
Add and subtract any fractions with the same denominator		
Recognise and write decimal equivalents to ½, ¼ and ¾		
recognise, read and write any decimal with a tenths equivalent		
Round a decimal to the nearest whole number		
Compare numbers with the same number of decimal places		
Measurement		
Convert between different units of measure e.g km – m kg – g min-hour		
Shape		
Compare and classify geometric shapes – quadrilaterals		
Compare and classify geometric shapes – triangles		
Identify lines of symmetry in 2d shapes presented in different orientations		
Statistics		
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		

Expectations Framework for Mathematics

Working at Greater Depth (4S+): Year 4

To be deemed as working Greater Depth by the end of Year 4 a child needs to demonstrate that they have met all of the working at targets and that they can reason and problem solve fluently within these objectives. They must also demonstrate that they can meet all of the below statements.

Statement	Evidence	Secure
Counting and Place value		
Can find 10,100, 1000 more or less than any given number		
Solve an number of more complex and sophisticated problems based on the Year 4 objectives		
Addition and Subtraction		
Estimate answers before calculations		
Solve a number of complex and sophisticated problems including missing number, one step and two step problems involving addition and subtraction and other parts of the year 4 curriculum (e.g. money or time)		
Multiplication		
Solve a number of different problems including missing box by applying knowledge of tables to 12 x 12		
Solve problems involving factor pairs		
Solve more difficult multiplication problems including integer scaling		
Fractions		
recognise, read and write any decimal with a tenths or hundreths equivalent		
investigate the effect of dividing any 1 or 2 digit number by 10,100 or 1000		
Solve more complex measure and money problems using fractions, and decimals to 2dp		
Measurement		
Solve more complex perimeter problems using aspect from Year 4 calculation expectations in cm and m up to 2 dp		
Solve time problems which involve converting in and between different measures of time e.g. hours to weeks etc		
Shape		
Complete accurate and careful symmetric figures of simple shapes with respect to a specific line of symmetry		
Communicate and describe movements between two positions using accurate and appropriate mathematical vocabulary relating to translation		
Statistics		
Solve increasingly complex comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		