

Year 4 – White Rose order of National Curriculum Progression

		National Curriculum Progression Statements	Ready to Progress Statements
Term 1	Number: Place Value	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	<b>4NPV-1</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. <b>Autumn 1</b> <b>Spring 1</b>
		I can count in multiples of 6, 7, 9, 25 and 1000.	
		I can count backwards through zero to include negative numbers	
		I can find 1000 more or less than a given number	
		I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)	
		I can order and compare numbers beyond 1000	
		I can identify, represent and estimate numbers using different representations	
		I can round any number to the nearest 10, 100 or 1000	
	Number: Addition and Subtraction	I can solve number and practical problems that involve all of the above with increasingly large positive numbers	<b>4NPV-2</b> Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. <b>Autumn 1</b>
		I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
		I can estimate and use inverse operations to check answers to a calculation	
		I can solve calculation problems involving two-step addition and subtraction in context, deciding which operation to use and why	
Measurement: Area	I can find the area of rectilinear shapes by counting squares	<b>4NPV-4</b> Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. <b>Autumn 1</b>	
	I can continue to solve problems involving mixed units of length, mass and capacity/volume		
	I can convert between different units of measure (for example, kilometre to metre)		
Number: Multiplication and Division A	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	<b>4NF-1</b> Recall multiplication and division facts up to $12 \times 12$ and recognise products in multiplication tables as multiples of the corresponding number. <b>Autumn 4</b> <b>Spring 1</b>	
	I can recall multiplication and division facts for multiplication tables up to $12 \times 12$		
	I can count in multiples of 6, 7, 9, 25 and 1000		
	I can count backwards through zero to include negative numbers		
	I can recognise factor pairs and commutativity in mental calculations		
	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		
I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten			
Term 2	Number: Multiplication and Division B	I can recall multiplication and division facts for multiplication tables up to $12 \times 12$	<b>4NF-3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) <b>Spring 1 and 4</b>
		I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
		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	
		I can solve problems involving multiplying and adding, including integer scaling and harder correspondence problems such as n objects are connected to m objects	
		I can recognise factor pairs and commutativity in mental calculations	
	Measurement: Length and Perimeter	I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	<b>4MD-1</b> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. <b>Spring 1</b>
		I can estimate, compare and calculate different measures	

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		I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	<b>4MD- 3</b> Understand and apply the distributive property of multiplication. <b>Spring 1</b>	
		I can find the area of rectilinear shapes by counting squares		
	<b>Number: Fractions</b>		I can recognise and show, using diagrams, families of common equivalent fractions	<b>4F-1</b> Reason about the location of mixed numbers in the linear number system. <b>Spring 3</b>
			I can solve problems involving increasingly harder fractions to calculate and divide quantities, including non-unit fractions where the answer is a whole number	
			I can add and subtract fractions with the same denominator	<b>4F-2</b> Convert mixed numbers to improper fractions and vice versa. <b>Spring 3</b>
			I can solve simple measure and money problems involving fractions and decimals to two decimal places	
	<b>Number: Decimals A</b>		I can recognise and write decimal equivalents of any number of tenths or hundredths and $1/4$ ; $1/2$ ; $3/4$	<b>4F-3</b> Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. <b>Spring 3</b>
			I can solve simple measure and money problems involving fractions and decimals to two decimal places	
			I can compare numbers with the same number of decimal places up to two decimal places	<b>4G-1</b> Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. <b>Summer 6</b>
			I can round decimals with one decimal place to the nearest whole number	
	<b>Term 3</b>	<b>Number: Decimals B</b>	I can compare numbers with the same number of decimal places up to two decimal places	<b>4G-2</b> Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. <b>Spring 2</b> <b>Summer 4</b>
			I can round decimals with one decimal place to the nearest whole number	
I can recognise and write decimal equivalents of any number of tenths or hundredths and $1/4$ ; $1/2$ ; $3/4$				
I can solve simple measure and money problems involving fractions and decimals to two decimal places				
<b>Measurement: Money</b>		I can estimate, calculate and compare different measures, including money in pounds and pence	<b>4G-3</b> Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. <b>Summer 4</b>	
<b>Measurement: Time</b>		I can read, write and convert time between analogue and digital 12- and 24-hour clocks		
		I can convert between different units of measure (for example hour to minute)		
		I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days		
		I can estimate, compare and calculate different measures		
<b>Geometry: Property of Shape</b>		I can identify acute and obtuse angles and compare and order angles up to two right angles by size		
		I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes		
		I can identify lines of symmetry in 2-D shapes presented in different orientations		
	I can complete a simple symmetric figure with respect to a specific line of symmetry			
<b>Statistics</b>	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs			
	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs			
<b>Geometry: Position and Direction</b>	I can describe positions on a 2-D grid as coordinates in the first quadrant			
	I can plot specified points and draw sides to complete a given polygon			
	I can describe movement between positions as translations of a given unit to the left/right and up/down			