	Year 3	**Year 4**
Number and place value	• I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • I can compare and order numbers up to 1000 • I can identify, represent and estimate numbers using different representations • I can read and write numbers up to 1000 in numerals and in words • I can solve number problems and practical problems involving these ideas.	• I can count in multiples of 6, 7, 9, 25 and 1000 • 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 place value of each digit in a four-digit number (thousands, hundreds, tens, and 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 • I can solve number and practical problems that involve 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 and subtract numbers mentally, including:
	    a three-digit number and ones
	    a three-digit number and tens
	    a three-digit number and hundreds
	• I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	• I can estimate the answer to a calculation and use inverse operations to check answers
	• I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
		• 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 addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division	• I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	• I can recall multiplication and division facts for multiplication tables up to 12 × 12 • 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 recognise and use factor pairs and commutativity in mental calculations • I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout • 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.
Number - fractions	• I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • I can recognise and show, using diagrams, equivalent fractions with small denominators • I can add and subtract fractions with the same denominator within one whole e.g. $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$ • I can compare and order unit fractions, and fractions with the same denominators • I can solve problems that involve all of the above.	• I can recognise and show, using diagrams, families of common equivalent fractions • 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 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 • I can add and subtract fractions with the same denominator • I can recognise and write decimal equivalents of any number of tenths or hundredths • I can recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ • 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 • I can round decimals with one decimal place to the nearest whole number • I can compare numbers with the same number of decimal places up to two decimal places • I can solve simple measure and money problems involving fractions and decimals to two decimal places.
Measurement	• I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • I can measure the perimeter of simple 2-D shapes • I can add and subtract amounts of money to give change, using both £ and p in practical contexts • I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • I can know the number of seconds in a minute and the number of days in each month, year and leap year • I can compare durations of events [for example to calculate the time taken by particular events or tasks].	• I can convert between different units of measure [for example, kilometre to metre; hour to minute] • I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • I can find 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 convert time 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 – Properties of shape	• I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • I can recognise angles as a property of shape or a description of a turn • I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• 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 up to two right angles by size • 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.

Geometry – position and direction		• I can describe positions on a 2-D grid as coordinates in the first quadrant • I can describe movements between positions as translations of a given unit to the left/right and up/down • I can plot specified points and draw sides to complete a given polygon.
Statistics	• I can interpret and present data using bar charts, pictograms and tables • I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	• 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.