**Information for Parents/Carers**

**Mathematics Targets - A Year 4 Mathematician**

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| **Number** |
| I can recall all multiplication facts to 12 x 12. |
| I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number. |
| I can count backwards through zero to include negative numbers. |
| I can compare numbers with the same number of decimal places up to 2-decimal places. |
| I can recognise and write decimal equivalents of any number of tenths or hundredths. |
| I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction. |
| I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths. |
| I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. |
| I can solve two step addition and subtraction problems in context. |
| I can solve problems involving multiplication. |
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| **Measurement and geometry** |
| I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes. |
| I know that angles are measured in degrees and can identify acute and obtuse angles. |
| I can compare and order angles up to two right angles by size. |
| I can measure and calculate the perimeter of a rectilinear figure in cm and m. |
| I can read, write and convert between analogue and digital 12 and 24 hour times. |
| I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. |

**Information for Parents/Carers**

**Mathematics Targets**

**Exceeding Year 4 Expectations**

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| I can use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems. |
| I can round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000. |
| I can relate tenths and hundredths to fractional values. |
| I can rapidly find the answer when multiplying and dividing a whole or decimal number by 10. |
| I can solve multi-step problems involving more than one of the operations. |
| I can work out simple percentage values of whole numbers, for example, as met in on-going learning in science, history and geography |
| I can compare and add fractions whose denominators are all multiples of the same number. |
| I can use a 24-hour timetable to find out times for journeys between various places. |
| I can use my knowledge of perimeter to work out the perimeter of large areas around school, using metres and centimetres. |
| I can collect my own data on a given project and present information in graphical formats of my choosing. |