Year 4 Maths Target Map

Fractions

I can add and subtract fractions with the same denominator.

I know why a number of fractions equal each other (e.g. $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions, and I can show this in drawings.

I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.

I can work out fractions of numbers (e.g. $\frac{4}{7}$ of 49 or $\frac{3}{5}$ of 45).

I can round decimals with one decimal place to the nearest whole number.

I can compare numbers with up to 2 decimal places (e.g. 0.86 and 0.58) and say which is bigger.

I can tell you the decimal equivalents of any number of tenths or hundredths (e.g. $\frac{7}{10}$=0.7 and $\frac{43}{100}$ =0.43).

I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

I can divide a one or two-digit number by 10 and 100 and tell you the value of digits in the tenths and hundredths columns.

I can solve measure and money problems involving fractions and decimals to two decimal places.

Measure

I can convert one unit of measurement to another (e.g. km to metre, hour to minute and cm to mm).

I can measure and calculate the perimeter of a rectangle (including a square).

I can find the area of a rectangular shape by counting the number of squares the shape takes up.

I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.

I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.

I can convert hours to minutes, minutes to seconds, years to months and weeks to days.

Statistics

I can use continuous and discrete data and create a bar chart or time graph.

I can solve problems involving comparing, adding and finding the difference when using information in bar charts, pictograms, tables and other graphs.

Number & Place Value

I can count backwards below zero using negative numbers.

I know what each digit means in Thousands, Hundreds Tens and Unit numbers (e.g. 4706).

I can order and compare numbers above 1000.

I can find 1000 more or less than a given number.

I can count in multiples of 6, 7, 9, 25 and 1000.

I can round a number to the nearest 10, 100 or 1000.

I can solve number and practical problems that involve rounding and ordering with increasingly large positive numbers, and exploring negative numbers.

I can read Roman numerals to 100 (I to C) and know that the numeral system changed over time to include the concept of zero and place value.

I can make estimates of a range of things - (e.g. how much water there is in a cup, how long in cm an object is, how heavy an object may be in g).

Geometry

I can group 2-D shapes based on their properties (such as the number of sides) and sizes.

I can identify acute and obtuse angles and order angles by size.

I can find all the lines of symmetry in 2-D shapes.

I can complete a missing half of a symmetrical shape, using the position of the line of symmetry.

I can find the coordinates of a point on a grid.

I can move (translate) a point on a grid by jumps up or down; and left or right.

I can plot points using coordinates and join up the points to create a shape.

Operations

I can add and subtract numbers with up to 4 digits using written methods (e.g. using column methods).

I can estimate an answer and check my work using inverse operations.

I can solve two-step addition and subtraction problems, deciding on the correct operations and explaining my chosen method.

I know all my times tables up to 12.

I know what happens when I multiply a number by 1 or by zero.

I know what happens when I divide a number by 1.

I can multiply three numbers together (e.g. 3 x 5 x 8).

I know what factor pairs are, know I can multiply numbers in any order and use my knowledge to work out questions in my head.

I can multiply a two-digit or a three-digit number by a one-digit number using written methods.

I can solve a variety of maths problems (e.g. scaling problems)