The new "End of Year" curriculum objectives are highlighted in yellow. Up to three 'stepping stones' have been provided for each Year Group objective. These are suggested skills that children should have learnt before moving on to the new end of year objective. In many cases these have been taken from APP documents or the previous Year Group's program of study from the 2014 curriculum. These 'stepping stones' are for advice only and are by no means definitive or the only route into an objective.

Judgements (based on the end of year expectation statements): **Some highlighting (approx 10 – 50%) = Developing   Good level of highlighting (50-80%) = Securing Vast majority of highlighting (80%+10%) = Exceeding**

Year 4		Step 1	Step 2	Step 3	End of Year Expectations
Using and Applying	**Problem solving**	• I can solve missing number problems with increasingly large numbers using my knowledge of place value and relationships between operations. • I can solve two step word problems involving addition and subtraction deciding which operations to use and when. • I can solve two step word problems involving multiplication and division deciding which operations to use and when. • I can solve more complex correspondence problems choosing how to tackle and present the problem clearly e.g. 'share 3 cakes equally between 10 children' or '3 starters, 3 mains, 3 desserts how many different meal options? • I can estimate answers and use inverse operations to check answers to a calculation in the context of a problem. • I can solve more complex scaling problems e.g. 8 times as high.			**I can solve number problems and practical problems using all my number skills. ALSO REFER TO EXPECTATIONS FROM NCETM WHEN MAKING JUDGEMENTS.**
Number	**Number system**	I can count in steps of 2, 5 and 10 from any given number. I can round 2 digit numbers to the nearest 10. I can read Roman numerals to 10 (I to X).	I can count from 0 in multiples of 4, 8, 50 and 100. I can recognise the place value of each digit in a two digit number (T, U) (2b) I can compare and order numbers up to 100 (2b) I can round 3 digit numbers to the nearest 10 or 100 (3b) I can read Roman numerals to 20 (I to XX).	I can count from 0 in multiples of 3,6,9 I can recognise the place value of each digit in a three digit number (H, T, U) (3b). I can compare and order numbers up to 1000 (3b) I can round 4 digit numbers to the nearest 10, 100 and 1000 (4c). I can compare and order decimal numbers with one decimal place (4c). I can read Roman numerals	**I can count in multiples of 6, 7, 9, 25 and 1000 (3b/3a times tables).** **I can find 1000 more or less than a given number.** **I can count backwards through 0 using negative numbers.** **I can recognise the place value of each digit in a four-digit number (Th, H, T, U) (4c).** **I can compare and order numbers beyond 1000 (4c).**

				to 50 (I to L).	**I can identify, represent and estimate numbers using different representations.** **I can round any number to the nearest 10, 100 and 1000. (4b).** **Round decimals with one decimal place to the nearest whole number.** **I can compare and order decimal numbers with up to two decimal places (4b).** **I can read Roman numerals to 100 (I to C) and I understand how numbers developed to include 0.**
	Fractions and decimals		I can find equivalent fractions for a ½ (3a) (Y2) I can count up and down in halves and quarters (Y3) I can recognise and write the decimal equivalents of tenths. I can solve simple measure and money problems involving whole numbers.	I can recognise and show equivalent fractions with small denominators (Y3) I can count up and down in tenths; recognise that tenths arise when dividing an object by 10. (Y3) I can use fractions such as ¼, ½ . ¾, 1/5, 1/6, 1/10, for sets of objects (3a) I can add and subtract fractions with the same denominator within a whole (Yr3) I can recognise and write the decimal equivalents of	**I can recognise and show, using diagrams, families of common equivalent fractions (4c)** **I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a 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**

				hundredths. I can solve simple measure and money problems involving fractions and decimals to one d.p	**(4c)** **I can add and subtract fractions with the same denominator.** **I can recognise and write decimal equivalents of any number of tenths or hundredths (4b).** **I can recognise and write decimal equivalents to ¼, ½, ¾** **I can solve simple measure and money problems involving fractions and decimals to two d.p.**
Calculating	**Addition and Subtraction**	I can add and subtract 2 digit numbers using columnar methods without exchanging. I can solve simple addition and subtraction problems (2c) I am beginning to estimate the answer to a calculation. I am beginning to use inverse operations to check a calculation.	I can add and subtract 2 digit numbers using columnar methods (3b) I can find fact families for an addition or subtraction fact (2b) I can solve one-step problems in contexts, deciding which operations to use and why (2b) I can estimate the answer to a calculation and say whether my answer is likely. I can use inverse operations to check my answers.	I can add and subtract 3 digit numbers using columnar methods (3b) I can use inverses in number problems (e.g. I think of a number and add 3) (3a) I can solve more complex one step problems in contexts, deciding which operations to use and why (3c)	**I can add and subtract numbers up to 4 digits using columnar methods (4c)** **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 to use and why (3b).**

| | Multiplication and Division | I can recall multiplication and division facts for the 2, 5 and 10 x table (2a)

I can multiply and divide using practical resources

I can multiply and divide a two digit number by a one digit number using an informal method (e.g. arrays) | I can recall multiplication and division facts for the 2, 4, 8 3, 6, 9 x table

I can find factors for numbers to 20.

I can multiply and divide a two digit number by a one-digit number using an informal layout (grid method, repeated subtraction on a number line)

I can multiply a whole number by 10 and 100. (3b) | I can recall multiplication and division facts for the 7, x table (3a)

I can use my multiplication tables knowledge to calculate with multiples of ten and 100 e.g. 2 x 3 = 6, 2 x 30 = 60, 2 x 300 = 600. (4b)

I can multiply 3 numbers combining them in different ways and using my knowledge of number facts to make this easier e.g. 2 x 6 x 5 = 10 x 6 derived from (2 x 5) x 6.

I can find factors for numbers to 50.

I can multiply and divide a two digit number by a one-digit number using a formal layout (short multiplication and short division)

I can multiply and divide a whole number by 10 and 100 giving answers as ones, tenths, hundredths. | **I can recall multiplication and division facts up to 12x12 (4c)**

I can use place value, known and derived facts to multiply and divide mentally, including multiplying and dividing by 0 and 1; dividing by 1; multiplying together three numbers.

I can recognise and use factor pairs and commutativity in mental calculations (4b)

I can multiply two-digit and three-digit numbers by a one digit number using a formal layout (3a)

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 units, tenths and hundredths (4c)

I can solve problems involving multiplying and adding, including integer scaling problems and harder correspondence problems such as n objects are connected to m objects |

Year 4		Step 1	Step 2	Step 3	End of Year Expectations
Geometry	**Properties**	I can name and identify regular 2d shapes e.g. pentagon, hexagon, heptagon, octagon (2a) I can recognise right angles as quarter turns (2a) I can find lines of symmetry in squares and rectangles.	I can name and identify right angled, equilateral, isosceles and scalene triangles (4b) I can identify right angles in different orientations (3c) I can identify lines of symmetry in squares , rectangles and triangles I can complete patterns with respect to a specific line of symmetry.	I can name and identify all Quadrilaterals e.g. kite, rhombus, parallelogram, trapezium I can identify acute and obtuse angles (3b) I can compare and order angles. I can identify lines of symmetry in regular 2D shapes. I can complete shapes with respect to a specific line of symmetry.	**I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (5c)** **I can identify acute and obtuse angles and compare and order angles up to two right angles (180⁰) by size (3a)** **I can identify lines of symmetry in 2D shapes presented in different orientations.** **I can complete a simple symmetric figure with respect to a specific line of symmetry.**
	Position and direction			I can plot coordinates in the first quadrant (4c)	**I can describe positions on a 2D grids as coordinates in the first quadrant (4c)** **I can describe movements between positions as translations of a given unit to the left/right and up/down (4b)** **I can plot specified points and draw sides to complete a given polygon (4b)**

Measurement	I can convert between units of length (mm, cm, m, km) I am beginning to find the perimeter of squares and rectangles (3a) I can solve simple conversion problems	I can convert between units of length and capacity (ml, l) I can find the perimeter of simple shapes (e.g. squares and rectangles) (4c) I can find the area of a shape by counting squares (4a) I can solve one-step conversion problems in contexts, deciding which operations to use and why.	I can find the length of a rectangle given the perimeter and width (5c) I can use the formula L x B to find the area of square/rectangle (5c) I can solve more complex one step conversion problems in contexts, deciding which operations to use and why	**I can convert between different units of measure (e.g. km to m; hr to min)** **I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (5a)** **I can find the area of rectilinear shapes by counting squares (5a)**
Money		I can use both £ and p in context.	I can recognise equivalence e.g. 306p = £3.06	**I can estimate, compare and calculate different measures, including money in pounds and pence.**
Time	I can tell the time to the nearest minute (3b) I can solve simple conversion problems	I can tell the time, know am/pm and I can calculate time intervals (3a) I can solve one-step conversion problems in contexts, deciding which operations to use and why.	I can convert between units of time (seconds, minutes, hours, days) I can read and write analogue and digital time I can solve more complex one step conversion problems in contexts, deciding which operations to use and why.	**I can read, write and convert time between analogue and digits 12 and 24hr clocks (4c)** **I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days**
Statistics	I can construct a pictogram (2b) I can solve comparison, sum and difference problems using information in pictograms.	I can collect data using a tally chart (3c) I can draw a bar chart (3a) I can solve comparison, sum and difference problems using information in pictograms and tables.	I can collect discrete data (4b) I can draw a line graph (4a) I can solve comparison, sum and difference problems using information in bar charts, pictograms and tables.	**I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs (4a)** **I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**