



Key Performance Indicators				Performance Standard
Number				
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions including decimals	
<p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>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.</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>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.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>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.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <p>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.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>By the end of Y4, a child should be fluent with whole numbers and the four operations, including number facts and the concept of place value.</p> <p>A child will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers</p> <p>A child can:</p> <ul style="list-style-type: none"> ❖ solve a range of problems including those with simple fractions and decimal place value; ❖ recall the multiplication tables up to and including the 12 multiplication table and show precision and fluency in the work; and ❖ read and spell mathematical vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling.

Number of KPI's achieved:	Y4 level:	Y4 score:	Number of KPI's achieved:	Y4 level:	Y4 score:	Number of KPI's achieved:	Y4 level:	Y4 score:	Number of KPI's achieved:	Y4 level:	Y4 score:
1 - 8	4d	33	9 - 17	4c	34	18 - 26	4b	35	27	4a	36