

# Numeracy Key Objectives Record of Achievement/Self Assessment Sheet

Name \_\_\_\_\_ Year 4

	2	3	Year 4 key objectives	5	6
<b>A</b>	I can use words to compare numbers and to put numbers (up to 100) in the correct order. I can read some of these words. I can use the = sign correctly.	I can read (and use correctly) words to compare numbers and to put numbers (up to at least 100) in the correct order. I can write some of these words correctly.	I can use these symbols correctly: less than (<), greater than (>), equals (=)	I can use the vocabulary of comparing and ordering numbers, including symbols such as >, <, = and ≤, ≥.	
<b>B</b>	I can round numbers (less than 100) to the nearest 10.	I can round any two-digit number to the nearest 10 and any three-digit number to the nearest 100.	I can round any whole number (between 0 and 1000) to the nearest 10 or 100.	I can round any whole number (up to 10000) to the nearest 10, 100 or 1000.	When rounding numbers (up to 10000) to the nearest 10, 100 or 1000, I know the answer quickly and am confident that my answer will be correct.
<b>C</b>	I can sometimes spot half a shape and one quarter of a shape. I can sometimes show half or a quarter of a small numbers of objects.	I know fractions such as $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{10}$ . I can show $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , etc. of a shape or set of objects. I can use these to find fractions of shapes and numbers.	I know fractions such as $\frac{2}{3}$ or $\frac{5}{8}$ that are several parts of a whole, and mixed numbers, such as $5\frac{3}{4}$ ; I can pick out equivalent fractions. I can write some fractions that are equivalent to a fraction I am given.	I can use fraction notation, including mixed numbers, and the terms <i>numerator</i> and <i>denominator</i> . I can change improper fractions to mixed numbers. I notice when two simple fractions are equivalent, and I can relate hundredths to tenths.	I can change fractions to equivalent mixed numbers. I can see the relationships between fractions. I can change a fraction to simplest form by cancelling common factors. (KO) I know the decimal form of some simple fractions ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{8}$ , $\frac{1}{10}$ ths, $\frac{1}{100}$ ths).
<b>D</b>	I can add and subtract numbers in my head (without using apparatus or my fingers) because I know number facts for all numbers up to ten and understand place value.	I can add and subtract numbers in my head (without using apparatus or my fingers) because I know number facts for all numbers up to twenty and understand place value.	I can use known number facts and place value to add or subtract pairs of numbers in my head, including any pair of two-digit whole numbers.	I can use known number facts and place value to add or subtract pairs of numbers in my head, including three-digit numbers, and decimals (with units and tenths).	I can use known number facts and place value to do mental addition & subtraction, including sums like 5200-2600 and ones involving decimals with units, tenths and hundredths
<b>E</b>		I have started to set out harder addition and subtraction calculations (ones that are too hard to do in my head) as vertical sums. I make sure that I line up units under units, tens under tens and so on.	I can do column addition and subtraction of two HTU numbers, and column addition of three or more HTU numbers.	I can do column addition and subtraction of two ThHTU numbers. I can do column addition of three or more ThHTU numbers.	I can do column addition and subtraction of decimal numbers. (KO)
<b>F</b>	I know by heart all the facts for the 2 and 10 multiplication tables. (KO)	I know by heart all the facts for the 2, 5 and 10 multiplication tables	I know by heart all the facts for the 2, 3, 4, 5 and 10 multiplication tables.	I know by heart all multiplication facts up to 10x10. (KO)	I know by heart all multiplication facts up to 10x10 really well and answer quickly. (KO)
<b>G</b>	I can quickly work our division facts from my 2x and 10x multiplication tables.	I can quickly work our division facts from my 2x, 5x and 10x multiplication tables.	I can quickly work out division facts from my 2x, 3x, 4x, 5x and 10x multiplication tables.	I can quickly work our division facts from all my multiplication tables up to 10x10.	I can quickly work out division facts from all my multiplication tables up to 10x10.
<b>H</b>		I know there is sometimes a remainder when I do simple division sums. I can say how many or how much is left.	I give the correct remainder (if there is one) when I do division sums.	When I divide a whole number by 2, 4, 5, or 10, if there is a remainder, I can give my answer as a fraction or as a decimal.	When I do division sums, I can give my answer as a fraction or as a decimal. I can round a decimal answer to one decimal place.

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<p>I can estimate, measure and compare lengths, masses and capacities, using standard units (m, cm, kg, litre). I can suggest suitable units and equipment for making these measurements. (KO)</p>	<p>I know the relationships between</p> <ul style="list-style-type: none"> <li>• kilometres and metres,</li> <li>• metres and centimetres,</li> <li>• kilograms and grams,</li> <li>• litres and millilitres.</li> </ul>	<p>I know and use the relationships between units of</p> <ul style="list-style-type: none"> <li>• length (km, m, cm, mm),</li> <li>• mass (kg, g)</li> <li>• capacity (l, ml).</li> </ul>	<p>I can use, read and write standard metric units (km, m, cm, kg, g, l, ml) including their abbreviations and relationships between them. I can convert larger to smaller units (e.g. km to m; m to cm; kg to g; l to ml)</p>	<p>I can use, read and write standard metric units (km, m, cm, kg, g, l, ml) including their abbreviations and relationship between them. I can convert larger to smaller units and now I can also convert smaller units to larger ones (e.g. cm to m; m to km, g to kg; ml to l)</p>

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<p>I can sort shapes and describe some of their features. (KO)</p>	<p>I can classify and describe 3-D shapes and 2-D shapes.</p>	<p>I can classify polygons, according to their features such as the number of right angles in the shapes, whether or not they are regular, their symmetry properties, etc.</p>	<p>I know the properties of rectangles (KO). I can classify triangles as isosceles, equilateral or scalene.</p>	<p>I can describe and picture in my mind the properties of lots of solid shapes. I can classify quadrilateral shapes.</p>
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2	3	Year 4 key objectives	5	6
<p>I can choose and use the right number operations (addition or subtraction) and efficient calculation strategies (e.g. mental, mental with jottings) to solve problems. (KO)</p>	<p>I can choose and use the right number operations (addition, subtraction, multiplication or division) to solve word problems. I can explain my methods and reasoning.</p>	<p>I can choose and use appropriate number operations and ways of calculating (mental, mental with jottings, pencil &amp; paper) to solve problems. I can explain my methods and reasoning.</p>	<p>I can choose and use appropriate number operations (+, -, x and ÷) and ways of calculating (mental, mental with jottings, written methods and calculator) to solve problems. I can explain my methods and reasoning.</p>	<p>I can choose and use appropriate number operations and ways of calculating to solve problems (including multi-step problems). I can explain my methods and reasoning.</p>

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