



<b>Addition</b>			
Year 4			
1. *I can add 4 digit numbers with up to two decimal places (including money) using formal column method.			
<b>Decimals and percentages</b>			
Year 4			
1. I can round a decimal with one decimal place to a whole number			
2. I can recognise and write the decimal equivalent of tenths, hundredths and common fractions (1/2, 1/4, 3/4) in a variety of contexts e.g. money and measures			
<b>Division</b>			

Year 4			
1. *I can divide 2 digit numbers by a single digit number using a written method			
2. I can divide numbers mentally, drawing upon known number facts e.g $21 \div 7 = 3$ so $2100 \div 3 = 300$			
<b>Fractions</b>			
Year 4			
1. * I can recognise and show equivalent fractions in a family of fractions			
2. I can add and subtract fractions where the denominator is the same beyond a whole			

3. I can recognise and work out fractions of amounts and measurements e.g. $\frac{3}{4}$ of a metre, or $\frac{1}{2}$ of a kg or $\frac{1}{5}$ of a km.			
<b>Measures</b>			
Year 4			
1. I can use both £ and p in context and recognise equivalence e.g. $306p = \text{£}3.06$			
2. * I can convert between units of measure (g/kg, mm/cm and ml/cl/l) with the support of measuring instruments and where appropriate record with decimal notation			
3. I can estimate, compare and calculate measures in a variety of contexts			

<b>Multiplication</b>			
Year 4			
1. *I can use related facts to multiply multiples of 10 and 100 e.g. $2 \times 3 = 6$ , $2 \times 30 = 60$ , $2 \times 300 = 600$			
2. * I can use a formal written method to multiply TU and HTU by U.			
3. I can multiply 3 numbers, combining them in different ways and using my knowledge of number facts to make this easier e.g. $2 \times 6 \times 5 = 10 \times 6$			
<b>Perimeter and Area</b>			
Year 4			
1. I can calculate the perimeter of rectangles including squares			



2. I can calculate the area of rectangles by counting squares and by using multiplication
<b>Place Value</b>
Year 4
1. *I can read, write, order and compare numbers up to and beyond 1000.
2. * I can round any whole number to the nearest 10, 100 or 1000
3. I can read Roman numerals to 100
4. * I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000, including small negative numbers

<b>Position and direction</b>
Year 4
1. I can identify, describe and draw the position of shapes on a grid after translation using left/right, up/down
2. I can use co-ordinates to plot a shape on a grid (1st quarter)
3. I can describe positions of the vertices of a 2D shape in the first quadrant of a grid using coordinates.
<b>Problem Solving</b>
Year 4
1. *I can use Year 4 objectives to solve 2 step problems, presenting them clearly.

2. I can solve scaling problems (e.g. 8 times as high)
3. * I can use my fractions and decimal knowledge to solve simple measure and money problems.
<b>Properties of number</b>
Year 4
1. *I can recognise factor pairs of a number e.g 12 has a factor pairs 1x12, 2x6, 3x4.
2. I can use the = sign to write equality statements for addition, subtraction and multiplication e.g $8 \times 11 = 176 \div 2$ or $7 + 9 = 2 \times 8$
<b>Shape</b>

Year 4
1. I can identify lines of symmetry in 2D shapes presented in different orientations
2. I can complete shapes and patterns with respect to a specific line of symmetry
3. I can name, describe and sort a variety of quadrilaterals and triangles based on their properties
4. I can identify, name, compare and order acute and obtuse angles
<b>Statistics</b>
Year 4
1. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



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2. I can present continuous data in the form of time (line) graphs recognising that it is recording a change over time			
3. I can present discrete data using appropriate graphical methods			
4. I can interpret data presented in range of graphical representations with a greater range of scales.			
<b>Subtraction</b>			
Year 4			
1. *I can subtract 3 and 4 digit numbers with up to 2 decimal places (including money) using formal column methods			

<b>Time</b>			
Year 4			
1. * I can read, write and convert time between analogue and digital 12 and 24 hour clocks			
2. I can convert hours to minutes, minutes to seconds, years to months or weeks to days			
<b>Times Tables</b>			
Year 4			
1. * I can recall and use the multiplication and division facts for all tables up to 12 x 12			



<b>Ansa Analyser</b>			
Year 4			
1. I can begin to identify the difference between a range of fiction genres such as adventures, myths, traditional, tales, stories from other cultures or historical periods.			
2. I can compare different parts of a story to discuss similarities and differences (i.e. resolutions)			
3. I can identify the ways in which paragraphs are linked, e.g. use of fronted adverbials or pronouns for character continuity.			
4. I can use my knowledge of text structure to locate information, e.g. use appropriate headings and sub-headings in non-fiction, find relevant chapter or paragraph in fiction.			

<b>Decoding</b>			
Year 4			
1. I can read aloud with intonation and expression.			
2. *I can read, on sight, all the words from Year 3 / 4 spelling list.			
<b>Dood the detective</b>			
Year 4			
1. I can independently refer to the text to support my opinions and predictions.			
2. I can read between the lines using clues from action, dialogue and description such as 'show not tell' to interpret meaning.			

3. Sometimes I can work out the meanings of unknown words in context.			
4. I can recognise the different ways a character can be represented with reference to the text.			
5. Sometimes I can explain my thoughts, feelings, opinions and predictions, referring back to the text for evidence verbally.			
<b>Epi Explorer</b>			
Year 4			
1. I can identify the author's word choice and its effect on the reader, e.g. 'cunning criminal ' in a newspaper report about a burglary.			

2. I can discuss the work of familiar authors.			
3. I can distinguish between simple fact and opinion statements.			
4. I can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.			
<b>Rex Retriever</b>			
Year 4			
1. *I can confidently and independently skim read a range of texts to gather the general impression of what has been written.			



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2. \*I can confidently and independently scan a range of texts to locate specific information.

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3. I can confidently and independently use text marking to support the retrieval of information or ideas from text.

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4. \*I can summarise and explain the main points in a text.

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5. I can retrieve evidence from the text to support my thoughts and discussions.

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Grammar Giants Targets			
Year 4			
1. * I can punctuate direct speech using inverted commas e.g. "Hello" the man said.			
2. * I can write in standard English forms for verb inflections (e.g. we were instead of we was).			
3. * I can proof read a paragraph for spelling and punctuation errors ensuring that most sentences are punctuated correctly i.e. question mark at the end of a question.			
Handwriting Hero Targets			
Year 4			
1. I join my handwriting neatly, most of the time.			

Organised Targets			
Year 4			
1. I can show some variety in sentences i.e. sentence length, the way a sentence starts, pronouns			
2. * I can use paragraphs in narrative for a change in action, setting and time.			
3. * I can begin to control my style of writing across paragraphs.			
4. I can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)			

Purposeful Targets			
Year 4			
1. *I can describe my character i.e. through describing how they look, react, talk or behave.			
2. I can write for a range of purposes			
3. *I can describe my settings to provide more information to my reader.			
Super Spelling Target			
Year 4			
1. *I can apply the year 4 spelling rules in my writing			
2. I can independently use a dictionary to check my spellings			

3. I can use the possessive apostrophe correctly in words with regular and irregular plurals e.g. the boys' coats, the children's coats.			
4. I can spell correctly most words from the year 3/ year 4 spelling list			
Word Wonder Targets			
Year 4			
1. My vocabulary is engaging for the reader			
2. I can use vocabulary that is specific to the genre that I'm writing in, such as in persuasive writing - 'obviously' 'clearly' 'evidently'.			