Year 4 Mathematics Teacher Assessment Name: Class:

Working below age-related expectation

These children can:

Practise and recall facts and skills (i.e. Curriculum objective)

Use objects and mathematical manipulative, pictures and simple recording to represent concepts

Start to talk about their work

Solve simple problems with support

Working at age-related expectation

These children can:

Apply facts and skills to problems and investigations, identifying what they need to be know and what they need to be able to do in order to solve problems

Represent their work in a variety of ways

Describe and explain their work using mathematical language to reason

Make connections and links between mathematical ideas

Working at greater depth

These children can:

Work independently to choose ways to tackle and solve problems of greater complexity

Present work in a clear and organised way, choosing appropriate methods of recording

Explain work clearly and accurately using mathematical language

Use reasoning to make predictions, conjectures and generalisations and ask their own questions

Use their maths skills confidently in a variety of contexts, including cross curricular tasks

Number	**Place Value** **The pupil can:**	Evidence			
		EOY3	**Autumn**	**Spring**	**Summer**
	count in multiples of 6, 7, 9, 25 and 1,000				
	find 1,000 more or less than a given number				
	count backwards through 0 to include negative numbers				
	recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)				
	order and compare numbers beyond 1,000				
	identify, represent and estimate numbers using different representations				
	round any number to the nearest 10, 100 or 1,000				
	solve number and practical problems that involve all of the above and with increasingly large positive numbers				
	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value				

Number	**Addition and Subtraction** **The pupil can:**	Evidence			
		EOY3	**Autumn**	**Spring**	**Summer**
	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate				
	estimate and use inverse operations to check answers to a calculation				
	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why				

Number	**Multiplication and Division** **The pupil can:**	Evidence			
		EOY3	**Autumn**	**Spring**	**Summer**
	recall multiplication and division facts for multiplication tables up to 12 × 12				
	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers				
	recognise and use factor pairs and commutativity in mental calculations				
	multiply two-digit and three-digit numbers by a one-digit number using formal written layout				
	solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects				

Number	**Fractions** **The pupil can:**	Evidence			
		EOY3	**Autumn**	**Spring**	**Summer**
	recognise and show, using diagrams, families of common equivalent fractions				
	count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10				
	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				
	add and subtract fractions with the same denominator				
	recognise and write decimal equivalents of any number of tenths or hundreds				
	recognise and write decimal equivalents to ¼, ½, ¾				
	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				
	round decimals with 1 decimal place to the nearest whole number				
	compare numbers with the same number of decimal places up to 2 decimal places				
	solve simple measure and money problems involving fractions and decimals to 2 decimal places				

Measurement	**The pupil can:**	Evidence			
		EOY3	**Autumn**	**Spring**	**Summer**
	convert between different units of measure [for example, kilometre to metre; hour to minute]				
	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres				
	find the area of rectilinear shapes by counting squares				
	estimate, compare and calculate different measures, including money in pounds and pence				
	read, write and convert time between analogue and digital 12- and 24-hour clocks				
	solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days				

Geometry	Shape The pupil can:	Evidence			
		EOY3	Autumn	Spring	Summer
	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes				
	identify acute and obtuse angles and compare and order angles up to 2 right angles by size				
	identify lines of symmetry in 2-D shapes presented in different orientations				
	complete a simple symmetric figure with respect to a specific line of symmetry				
	Position and direction **The pupil can:**	**Evidence**			
		EOY3	**Autumn**	**Spring**	**Summer**
	describe positions on a 2-D grid as coordinates in the first quadrant				
	describe movements between positions as translations of a given unit to the left/right and up/down				
	plot specified points and draw sides to complete a given polygon				

Stats	The pupil can:	Evidence			
		EOY3	Autumn	Spring	Summer
	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs				
	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs				

I am working at…	PKS	WTS	EXS	GDS
My EOY prediction is…				

When making your judgement, number domains always hold the most weighting and should play the major role in informing your decision.