

# 2014 Maths Curriculum Guide — Year 4

Statutory Requirements from the Programme of Study. "Pupils should be taught to:"		CGP Translation	Study Book Page No.	Question Book Page No.	
<b>Number – number and place value</b>	Count in multiples of 6, 7, 9, 25 and 1000	<b>Section One – Number and Place Value</b>	"I can count in multiples of 6, 7, 9, 25 and 1000."	2	6
	Find 1000 more or less than a given number		"I can find 1000 more than a number, and 1000 less than a number."	5	9
	Count backwards through zero to include negative numbers		"I can count back through zero using negative numbers."	3	7
	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)		"I know the place value of each digit in a four-digit number (thousands, hundreds, tens and units)."	4	8
	Order and compare numbers beyond 1000		"I can put four-digit numbers in order, and use the < and > symbols."	6	10-11
	Identify, represent and estimate numbers using different representations		"I know that numbers which aren't whole numbers can be written as decimals or fractions."	8	14
	Round any number to the nearest 10, 100 or 1000		"I can round numbers to the nearest 10, 100 or 1000."	7	12-13
	Solve number and practical problems that involve all of the above and with increasingly large positive numbers		"I can solve problems with negative numbers and with large numbers." "I can solve problems using fractions and rounding."	10 11	16-17
	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		"I can read Roman numerals up to 100. I know that Roman numerals don't have zeros or place value."	9	15
<b>Number – addition and subtraction</b>	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	<b>Section Two – Calculations</b>	"I can add numbers with up to four digits using a written method."	14	18
	Estimate and use inverse operations to check answers to a calculation		"I can subtract numbers with up to four digits using a written method."	15	19
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		"I can make estimates and use inverse calculations to check my answers."	16	20-21
			"I can solve problems using addition, subtraction, multiplication and division."	21	26-27
	"I know my times tables up to $12 \times 12$ and can use them to multiply and divide."		17	22	
	"I can mentally multiply and divide numbers."		18	23	
<b>Number – multiplication and division</b>	Recall multiplication and division facts for multiplication tables up to $12 \times 12$	"I can recognise and use factor pairs in calculations."	19	24	
	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	"I can multiply two and three-digit numbers by one-digit numbers without a calculator."	20	25	
	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 one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	"I can solve problems using addition, subtraction, multiplication and division."	21	26-27	

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<b>Number – fractions (including decimals)</b>	Recognise and show, using diagrams, families of common equivalent fractions	"I can show equivalent fractions using diagrams."	25	29
	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	"I know that hundredths come from dividing 1 by 100 and dividing tenths by 10. I can count in hundredths."	24	28
	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	"I can solve problems that involve calculating fractions of amounts."	27	32-33
	Add and subtract fractions with the same denominator	"I can add and subtract fractions."	26	30-31
	Recognise and write decimal equivalents of any number of tenths or hundredths	"I can recognise decimals and understand what they show."	28	34
	Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$	"I can write tenths and hundredths as decimals, and $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ as decimals."	29	35
	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	"I can divide a one or two-digit number by 10 or 100."	30	36-37
	Round decimals with one decimal place to the nearest whole number	"I can round decimals with one decimal place to the nearest whole number."	31	38
	Compare numbers with the same number of decimal places up to two decimal places	"I can compare numbers with the same number of decimal places."	32	39
	Solve simple measure and money problems involving fractions and decimals to two decimal places	"I can solve measure and money problems that involve fractions and decimals."	33	40-41
<b>Measurement</b>	Convert between different units of measure [for example, kilometre to metre; hour to minute]	"I can convert between units and compare measurements."	36	42-43
	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	"I can work out the perimeters of shapes."	37	44-45
	Find the area of rectilinear shapes by counting squares	"I can find the areas of shapes by counting squares."	38	46-47
	Estimate, compare and calculate different measures, including money in pounds and pence	"I can do calculations involving money, in pounds and pence."	39	48-49
	Read, write and convert time between analogue and digital 12- and 24-hour clocks	"I can read and write time in the 12 and 24-hour clock, and can convert between analogue and digital."	40	50
	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	"I can solve problems by changing between different units of time."	41	51
		<b>Section Three – Fractions and Decimals</b>		
		<b>Section Four – Measurement</b>		

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<b>Geometry – properties of shapes</b>	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	<b>Section Five – Geometry</b>	"I can identify 2D shapes, including quadrilaterals and triangles."	44-45	52-53
	Identify acute and obtuse angles and compare and order angles up to two right angles by size		"I can identify acute and obtuse angles. I can compare angles and put them in order of size."	46	54-55
	Identify lines of symmetry in 2-D shapes presented in different orientations		"I can identify lines of symmetry in 2D shapes."	47	56
	Complete a simple symmetric figure with respect to a specific line of symmetry		"I can complete a symmetrical shape."	48	57
<b>Geometry – position and direction</b>	Describe positions on a 2-D grid as coordinates in the first quadrant		"I can describe a position on a grid as coordinates."	49	58
	Describe movements between positions as translations of a given unit to the left/right and up/down		"I can describe translations."	50	59
	Plot specified points and draw sides to complete a given polygon		"I can plot coordinates and draw sides to complete shapes."	51	60
<b>Statistics</b>	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs		<b>Section Six – Statistics</b>	"I can interpret and present data using bar charts."	54
		"I can interpret and present data on time graphs."		55	62-63
	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	"I can solve problems using tables and pictograms."		56	64-66
		"I can solve problems and make comparisons using data from bar charts and time graphs."		57	