

Clarendon Primary School



'Doing our best to achieve our best'

Year 4

Maths End of Year Expectations

This booklet provides a summary of the most significant end of year expectations for children in Year 4 in Mathematics.

The end of year expectation objectives are worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Year 4 End of Year Expectations for Mathematics

Number and place value

- Counts in multiples of six, seven, nine, 25 and 1,000
- Counts backwards through zero to include negative numbers
- Orders and compares numbers beyond 1,000
- Rounds any number to the nearest 10, 100 or 1,000

Addition and subtraction

- Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why

Multiplication and division

- Recalls multiplication and division facts for multiplication tables up to 12 x 12

Fractions (including decimals)

- Recognises and shows, using diagrams, families of common equivalent fractions
- Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Rounds decimals with one decimal place to the nearest whole number
- Solves simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Converts between different units of measure eg kilometre to metre; hour to minute

Geometry: properties of shape

- Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identifies lines of symmetry in two dimensional shapes presented in different orientations

Geometry: position and direction

- Plots specified points and draws sides to complete a given polygon

Statistics

- Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

There is increased focus on children being able to **reason mathematically** by following a line of enquiry and verbalising their justification or proof using mathematical vocabulary. They should be able to **solve problems** to a wide range of problems with increasing sophistications, including breaking down problems into a series of simpler steps and persevering to find a solution.