**Mathematics Curriculum Progression of Skills Assessment Grids**

**Note initials of children WB, WT, EXP and GD.**

**Year 4**

Use Assessment Questions from the Ready-to-Progress Criteria Non-Statutory Guidance (DfE, 2020).

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| Strand | Ready-to-progress Criteria | Working Below | Working towards | EXP | Greater Depth |
| Number and Place Value (NPV) | 4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100 |  |  |  |  |
| 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. |  |  |  |  |
| 4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. |  |  |  |  |
| 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. |  |  |  |  |
| Number Facts (NF) | 4NF–1 Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number. |  |  |  |  |
| 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example:  and interpret remainders appropriately according to the context. |  |  |  |  |
| 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), for example: |  |  |  |  |
| Multiplication and Division (MD) | 4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. |  |  |  |  |
| 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. |  |  |  |  |
| 4MD–3 Understand and apply the distributive property of multiplication. |  |  |  |  |
| Fractions (F) | 4F–1 Reason about the location of mixed numbers in the linear number system. |  |  |  |  |
| 4F–2 Convert mixed numbers to improper fractions and vice versa. |  |  |  |  |
| 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers, for example: |  |  |  |  |
| Geometry (G) | 4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. |  |  |  |  |
| 4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. |  |  |  |  |
| 4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. |  |  |  |  |

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| **Attitude To Learning** | **Note initials of children’s attitude to Learning** |
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