

Maths Targets

Year 4

PERIMETER AND AREA

I can calculate the area of rectangles using multiplication.

I can find the area of rectangles by counting squares.

I can calculate the perimeter of rectangles including squares.

STATISTICS

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

I can present continuous data in the form of time (line-graphs recognising that it is recording a change over time.

I can interpret continuous data in the form of time (line) graphs recognising that it is recording a change over time.

I can present discrete data using appropriate graphical methods.

I can interpret data presented in a range of graphical representations with a greater range of scale.

SHAPE

I can identify lines of symmetry in 2D shapes presented in different orientations.

I can complete symmetrical shapes and patterns with respect to a specific line of symmetry.

I can name, describe and sort a variety of quadrilaterals and triangles based on their properties.

I can identify and name acute and obtuse angles.

I can compare and order angles.

POSTION AND DIRECTION

I can translate shapes on a grid and describe the movement using left/right, up/down.

I can complete polygons by giving a missing co-ordinate on a grid.

I can use co-ordinates to plot a shape on a grid (1st quarter).

I can describe positions on a 2D grid.

PLACE VALUE

I can count backwards through zero to include negative numbers.

I can round any whole number to the nearest 10,100 or 1000.

I can say 1000 more or less than any given number.

I can compare and order numbers beyond 1000.

I can represent numbers in different ways eg words, numerals, base 10 etc.

I can understand the value of each digit in a 4 digit number.

BROCKTON C.E. PRIMARY SCHOOL

LEARNING LADDERS

READING, WRITING AND MATHS YEAR 4

Name _____

Class _____



New Curriculum & Changes to Assessment

BACKGROUND

In September 2014, schools teaching KS1 and KS2 pupils took on a new Primary National Curriculum. This now applies to all pupils, except for those in Year 2 and 6 who are still working on the old curriculum for maths and English for this academic year.

The government wanted to provide schools with a slimmed down curriculum that ensure that the core principles were outlined, whilst giving teachers more freedom with the breadth of the content. This is particularly the case in the foundation subjects where key principles have been shared but the 'topics' for driving this can be wide ranging.

The new Maths and English curriculums are aimed at further raising standards nationally and many objectives have been moved into lower year groups as children are expected to grasp key skills more quickly.

With the change in curriculum expectations comes a change in assessment. Children who are currently in Year 2 and Year 6 will continue with the previous Maths and English curriculum and its end of year assessment procedures, but children in Year 1, 3, 4 and 5 will no longer be assessed using 'Levels'.

The government felt that schools should have greater autonomy in deciding how they assess pupil achievement, and that the Levels system had become out-dated and was no longer fit for purpose. It was also felt that parents did not feel that Levels were clear enough in explaining their child's attainment and progress.

We will be trialling a new Learning Ladders system for the purposes of target setting, reporting, assessing and recording. This project was recognised by the Department for Education earlier this year and is being adopted by schools nationally.

Maths Targets

Year 4

DECIMALS

I can compare and order decimals with the same number of decimal places up to 2 decimal places.

I can find the effect of dividing 1 and 2 digit numbers by 10 and 100 and identify the value of the digits in the answer as 1s, tenths and hundredths.

I can recognise and write the decimal equivalent of tenths, hundredths and common fractions ($\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$) in a variety of contexts eg money and measures.

I can write the decimal equivalent of tenths and hundredths and recognise them in the context of money.

I can recognise a hundredth as a whole divided into 100 equal parts and as 10 parts of a tenth.

I can round a decimal with one decimal place to a whole number.

I can count in tenths and decimal tenths recognising them as numbers between whole numbers.

PROBLEM SOLVING

I can solve more complex correspondence problems, choosing how to tackle and present the problem clearly eg share 3 cakes equally between 10 children or '3 starters, 3 mains, 3 desserts, how many different meal options?'

I can solve more complex scaling problems eg 8 times as high.

I can solve 2 step word problems involving all 4 operations, deciding which operations to use and when.

I can solve 2 step word problems involving addition and subtraction, deciding which operation to use and when.

I can estimate answers and use inverse operations to check answers to a calculation in the context of a problem.

I can solve missing number problems with increasingly large numbers using my knowledge of place value and relationships between operations.

PROPERTIES OF NUMBER

I can use the = sign to write equality statements for addition, subtraction and multiplication.

I can recognise patterns across all the multiplication tables.

I can recognise factor pairs of a number and multiples of single digit numbers.

MEASURES

I can estimate, compare and calculate measures in a variety of contexts.

I can convert between units of measure using multiplication and division and where appropriate record using decimal notation.

I can convert between units of measure with the support of measuring instruments and where appropriate with decimal notation.

I can use both £ and p in context and recognise equivalence eg $306p = \text{£}3.06$

TIME

I can convert hours to minutes, minutes to seconds, years to months or weeks to days.

I can solve problems involving calculating lengths of time.

I can read, write and convert time between analogue and digital 12 and 24 hour clocks.

Maths Targets

Year 4

TIMES TABLES

I can recall and use multiplication and division facts for all tables up to 12×12 .

I can recall and use multiplication and division facts for the 7 times table.

I can recall and use the multiplication and division facts for the 6 and 9 times tables recognising their relationship to the 3 times table.

ADDITION

I can add money with decimal places using formal column addition.

I can add 3 and 4 digit numbers using formal column addition.

I can use the inverse operations to check calculations.

I can add money with decimal places using expanded column addition.

SUBTRACTION

I can subtract 3 and 4 digit numbers using formal column subtraction.

I can use the inverse to check calculations.

I can subtract 3 digit numbers by partitioning and decomposing using column subtraction.

I can subtract money including decimals using a numberline eg finding the change from £5.00.

MULTIPLICATION

I can multiply 3 numbers, combining them in different ways and using my knowledge of number facts to make this easier eg $2 \times 6 \times 5 = 10 \times 6$.

I can use a formal vertical method to multiply TO and HTO by O.

I can use an expanded vertical method to multiply TO and HTO by).

I can use related facts to multiply multiples of 10 and 100 eg $2 \times 3 = 6$, $2 \times 30 = 60$, $2 \times 300 = 600$.

DIVISION

I can divide 3 digit numbers using increasingly efficient written methods and using related multiplication facts.

I can divide 2 digit numbers by increasingly efficient written methods and use related multiplication facts.

I understand the effect of dividing by 1.

FRACTIONS

I can recognise and work out non-unit fractions of shapes, lengths and sets of objects eg $\frac{3}{4}$ of a metre or $\frac{2}{3}$ of a bar of chocolate.

I can recognise and work out unit fractions of shapes, lengths and sets of objects eg $\frac{1}{8}$ of a bar of chocolate made of 40 pieces.

I can recognise and show equivalent fractions in a family of fractions.

I can add and subtract fractions where the denominator is the same beyond a whole.



How do Learning Ladders Work?

'Learning Ladders' is an assessment system involving a set of ladders for the core subjects of reading, writing and maths. Each of these ladders divides the new curriculum up into key skills, and the rungs on the ladders are then the key milestones. The ladders depict the progression steps that children will make in their learning.

'Learning Ladders' is primarily an assessment tool to be used by teachers within school to replace Assessing Pupils' Progress (APP) sheets for assessment and record keeping. However we felt that as parents, you would be interested in knowing the key skills that your child would be expected to achieve for their age, to allow you to appropriately support your child's learning, so we have adapted the ladders to show the key skills in reading, writing and maths for each year group.

This 'Learning Ladder' Booklet for Parents provides you with attainment statements for reading, writing and maths to help you understand what they will be learning at school.



Writing Targets

Year 4

ORGANISATION

My writing suggests insights into character development through developing how characters look, react, talk or behave rather than telling the reader.

I can consider the needs of the reader and provide background information in my writing.

I can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident.

PURPOSE

In narrative I can use paragraphs for a change in action, setting and time

In non-fiction I can write a clear introduction, followed by logical points, drawing to a defined conclusion

My paragraphs have relevant openings.

GRAMMAR GIANTS

I can use commas after affronted verbials.

I can use and punctuate direct speech.

I can write in Standard English forms for verb inflections eg 'we were' not 'we was'

WORD WONDER

I can choose words and phrases that both engage the reader and support the purpose-these may still be 'well-known' to the writer from other examples or class lists.

I can include details to add interest, to persuade (obviously), or to direct (imperative verbs).

SUPER SPELLER

I can spell all of the year 3/4 word list.

I can use the possessive apostrophe correctly in all situations.

I can use prefixes il, ir, re, sub, inter, anti, auto.

I can use the suffixes -ly, -ation, -ous.

HANDWRITING HERO

I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left un-joined.

Reading Targets

Year 4

DECODER

I can recognise and understand an even greater variety of suffixes and prefixes.

I can read, on sight, all the words from Year 3/4 spelling list.

I can recognise where words are an exception to the rule.

COMPREHENDER

I can locate information using skimming, scanning and text marking.

I can identify features of different fiction genres.

I can compare, contrast and evaluate different non-fiction texts.

READING DETECTIVE

I can pull together clues from action, dialogue AND description to infer meaning.

I can make predictions with evidence from text and with knowledge of wider reading.

LANGUAGE LOVER

I know how suspense is built up in a story, including the development of the plot.

I can recognise the use and effect of patterned language in text.

I can find and comment on examples of how authors express different moods, feelings and attitudes.

RESPONDER

I can identify themes and conventions in a wide range of books.

I can identify main ideas drawn from more than one paragraph and can summarise these.

I understand how the author wants the reader to respond.

BIG READER

I can make connections between books by the same author.

I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting.

I can recognise some different forms of poetry.