

# St John Baptist School Maths Ladder Year 4

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Times Tables	Addition	Subtraction	Properties of Number	Problem solving						
8) I can recall and use the multiplication and division facts for the 6 and 9 times tables recognising their relationship to the 3 times tables	15) I can add 3 digit whole numbers and money with two decimal places using expanded column addition.	14) I can subtract money including decimals using a number line e.g. finding the change from £5.00	2) *I can recognise factor pairs of a number and multiples of single digit numbers e.g. 12 has a factor pairs 1 x 12, 2 x 6, 3 x 4.	16) I can solve missing number problems with 3 and 4 digit numbers with all four operations (using my knowledge of place value and inverse operations).						
9) I can recall and use the multiplication and division facts for the 7 times table	16) I can use inverse operations to check calculations.	15) I can subtract 3 digit numbers by partitioning and decomposing (borrowing) using column subtraction.	3) I can recognise patterns across all the multiplication tables.							
10) * I can recall and use the multiplication and division facts for all tables up to 12 x 12	17) I can add 3 digit numbers up to 1000 using formal column addition.	16) I can use the inverse to check calculations.	4) I can use the = sign to write equality statements for addition, subtraction and multiplication e.g. $8 \times 11 = 176 \div 2$ or $7 + 9 = 2 \times 8$	17) I can estimate answers and use inverse operations to check answers to a calculation in the context of a problem.						
Multiplication	18) I can add money with decimal places using expanded column addition.	17) I can subtract 3 and 4 digit numbers using formal column subtraction.	Decimals	18) I can solve 2 step word problems involving addition and subtraction deciding which operations to use and when.						
10) I can use related facts to multiply multiples of 10 and 100 e.g. $2 \times 3 = 6$ , $2 \times 30 = 60$ , $2 \times 300 = 600$			3) * I can count in tenths, hundredths and decimal tenths recognising them as numbers between whole numbers.							
11) I can use the grid method to multiply TU and HTU by U e.g. <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">x</td> <td style="padding: 2px 5px;">50</td> <td style="padding: 2px 5px;">3</td> </tr> <tr> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">350</td> <td style="padding: 2px 5px;">21</td> </tr> </table>	x	50	3	7	350	21	Fractions	Place Value	4) I can round a decimal with one decimal place to a whole number.	19) * I can solve 2 step word problems involving all 4 operations, deciding which operations to use and when.
	x	50	3							
	7	350	21							
	14) I can add and subtract fractions where the denominator is the same beyond a whole.	18) * I can understand the value of each digit in a 4 digit number.	5) * I can recognise a hundredth as a whole divided into 100 equal parts and as 10 parts of a tenth.							
	15) * I can recognise and show equivalent fractions in a family of fractions.	19) I can write numbers in different ways up to and beyond 1000. e.g. words, numerals.	6) I can write the decimal equivalent of tenths and hundredths.	20) I can solve scaling problems. e.g. 8 times as high.						
12) I can use the grid method to multiply money with 2 decimal places by a one digit number.	16) * I can recognise and work out fractions of shapes, lengths and sets of objects e.g. 1/8 of a bar of chocolate made of 40 pieces.	20) * I can compare and order numbers beyond 1000.	7) I can recognise and write the decimal equivalent of tenths, hundredths and common fractions ( $1/4$ $1/2$ $3/4$ ) in a variety of contexts e.g. money and measures.	21) I can solve more complex problems, choosing how to solve and present the problem clearly.						
13) * I can use a formal vertical method to multiply TU and HTU by U.	17) I can recognise and work out fractions of measurements e.g. $3/4$ of a metre, or $1/2$ of a kg or $1/5$ of a km.	21) * I can add and subtract 1000 from any given number.	8) I can explain the effect of dividing one and two digit numbers by 10 and 100 and explain using my knowledge of place value what is in each column across the decimal point.	22) * I can solve simple measure and money problems involving fractions and decimals to two decimal places.						
14) I can use place value, known and derived number facts to (multiply) and divide mentally.		22) I can count in multiples of 6, 7, 9, 25 and 1000.								
15) I can multiply 3 numbers, combining them in different ways and using my knowledge of number facts to makes this easier e.g. $2 \times 6 \times 5 = 10 \times 6$	18) I can count in halves, thirds, quarters and tenths from 0-10 or from any whole number.	23) * I can round any whole number to the nearest 10, 100 or 1000.	9) I can compare and order decimals with the same number of decimal places up to 2 decimal places.							

## St John Baptist School Maths Ladder Year 4

Division	Time	Place Value (continued...)	Position and Direction	Perimeter and Area
7) I understand the effect of <b>dividing by 1</b> .	16) * I can read, write and convert time between analogue and digital 12 and 24 hour clocks.	24) * I can count backwards through zero to include negative numbers.	5) I can translate shapes on a grid and describe the movement using left/right, up/down.	2) I can calculate the perimeter of rectangles including squares.
8) I can <b>divide 2 digit numbers</b> by a single digit number.		25) I can read Roman numerals to 100.	6) I can complete polygons by giving a missing co-ordinate on a grid.	3) I can find the area of rectangles by counting squares.
9) I can <b>divide 3 digit by two digit numbers</b> using bus stop method or chunking on a number line.	17) I can solve problems involving calculating lengths of time using number line method and recognising when we cross into the next hour.	<b>Measures</b>	7) * I can use co-ordinates to plot a shape on a grid (1st quarter).	4) * I can calculate the area of rectangles using multiplication.
10) I can recognise and use factor pairs and commutativity when solving division calculations.	18) I can <b>convert hours to minutes, minutes to seconds, years to months or weeks to days</b> .	16) I can use both <b>£ and p</b> in context and recognise equivalence e.g. 306p = £3.06.	8) I can describe positions of the vertices of a 2D shape in the first quadrant of a grid using coordinates.	<b>Shape</b>
<b>Statistics</b>		17) * I can <b>convert between units of measure</b> (g/kg, mm/cm and ml/cl/l) with the support of measuring instruments and where appropriate record with decimal notation.		13) * I can identify lines of symmetry in 2D shapes presented in different orientations.
10) * I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.				
11) I can present continuous data in the form of line graphs recognising that it is recording a change over time.		18) I can <b>estimate, compare and calculate measures</b> in a variety of contexts.		14) I can complete symmetrical shapes and patterns with respect to a specific line of symmetry.
12) I can interpret continuous data in the form of time (line) graphs recognising that it is recording a change over time.				15) * I can name, describe and sort a variety of quadrilaterals and triangles based on their properties.
13) I can present discrete data using appropriate graphical methods.				16) I can identify and name acute and obtuse angles.
14) I can interpret data presented in range of graphical representations with a greater range of scales.				17) I can compare and order angles.