

St John Learning Ladder

Name:

Year:4

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	13) I can add money with decimal places using expanded column additions.	12) 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 a single digit number	16) I can solve missing number problems with 3 and 4 digit numbers (using my knowledge of place value and inverse operations). <i>Note: This should include all four operations.</i>						
9) I can recall and use the multiplication and division facts for the 7 times table	14) I can use inverse operations to check calculations.	13) I can subtract 3 digit numbers by partitioning and decomposing 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 12×12	15) I can add 3 and 4 digit numbers using formal column addition (carrying numbers should be above the H, T and U columns).	14) I can use the inverse to check calculations.	4) I can use the = sign to write number sentences 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	16) I can add money with decimal places using formal column addition	15) 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.						
7) I can use related facts to multiply multiples of 10 and 100 e.g. $2 \times 3 = 6$, $2 \times 30 = 60$, $2 \times 300 = 600$	Fractions	Place Value	3) I can count in tenths and decimal tenths recognising them as numbers between whole numbers							
8) I can use the grid method to multiply TU and HTU by U e.g. <table border="1" style="margin-left: 20px;"> <tr> <td>x</td> <td>50</td> <td>3</td> </tr> <tr> <td>7</td> <td>350</td> <td>21</td> </tr> </table>	x	50	3	7	350	21	12) I can add and subtract fractions where the denominator is the same beyond a whole number.	13) I can understand the value of each digit in a 4 digit number	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								
9) I can use the grid method to multiply money with 2 decimal places by a one digit number	13) I can recognise and show equivalent fractions in a family of fractions	14) I can write numbers in different ways up to and beyond 1000. e.g. words, numerals.	5) I can recognise a hundredth as a whole divided into 100 equal parts and as 10 parts of a tenth.	20) I can solve scaling problems. e.g. 8 times as high						
10) I can use a formal vertical method to multiply TU and HTU by U	14) I can recognise and work out fractions of shapes, lengths and sets of objects e.g. $\frac{1}{8}$ of a bar of chocolate made of 40 pieces	15) I can compare and order numbers beyond 1000 16) I can say 1 000 more or less than any given number. 17) I can round any whole number to the nearest 10, 100 or 1000	6) I can write the decimal equivalent of tenths and hundredths and recognise them in the context of money.	21) I can solve complex problems, choosing how to solve and present the problem clearly e.g. Nrich logic problems						
11) I can multiply 3 numbers, combining them in different ways and using my knowledge of number facts to make this easier e.g. $2 \times 6 \times 5 = 10 \times 6$	15) I can recognise and work out fractions of measurements e.g. $\frac{3}{4}$ of a metre, $\frac{1}{2}$ a KG or $\frac{1}{5}$ of a km	18) I can count backwards through zero to include negative numbers	7) 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 e.g. money and measures.	21) I can solve simple measure and money problems involving fractions and decimals to two decimal places.						

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Division	Time	Measures	Decimals (continued...)	Perimeter and Area
5) I understand the effect of dividing by 1 .	16) I can read, write and convert time between analogue and digital 12 and 24 hour clocks.	16) I can use both £ and p in context and recognise equivalence e.g. 306p = £3.06	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.	2) I can calculate the perimeter of rectangles including squares.
6) I can divide 2 digit numbers by a single digit number using written bus stop method.	17) I can solve problems involving calculating lengths of time using number line method and recognising when we cross into the next hour.	17) I can convert between units of measure with the support of measuring instruments and where appropriate record with decimal notation.	9) I can compare and order decimals with the same number of decimal places up to 2 decimal places.	3) I can find the area of rectangles by counting squares.
7) I can divide 3 digit by two digit numbers using bus stop method or chunking on a number line.	18) I can convert hours to minutes, minutes to seconds, years to months or weeks to days.	18) I can convert between units of measure using multiplication and division and where appropriate record with decimal notation.		4) I can calculate the area of rectangles using multiplication.
Statistics		19) I can estimate, compare and calculate measures in a variety of contexts.	Position and Direction	Shape
10) I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.			5) I can translate shapes on a grid and describe the movement using left/right, up/down.	13) I can identify lines of symmetry in 2D shapes presented in different orientations.
11) I can present continuous data in the form of time (line) graphs recognising that it is recording a change over time.			6) I can complete polygons by giving a missing co-ordinate on a grid.	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.			7) I can use co-ordinates to plot a shape on a grid (1st quarter)	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.			8) I can describe positions on a 2-D grid.	16) I can identify and name acute and obtuse angles.
14) I can interpret data presented in a range of graphical representations with a greater range of scales.				17) I can compare and order angles.