## Year 4 Outcomes for summer

How to use these sheets

- Print the 2 pages back to back on one sheet of A4
- Copy so you have one per child
- Fold in the middle so that the outcomes list is on the front of an A5 leaflet
- This page then sticks into the back of each child's exercise book.
- The outcomes are then on the front of the folded leaflet
- When you open the leaflet, you can see each week's outcomes.
- After marking the work each day, use your own ticking system to indicate how well the child has performed against the outcome for that day/week.
- The child, after each week, can self assess against the outcomes.
- If appropriate, parents can also assess their child's performance against outcomes.

Suggested ticking system

**Red** = *need more help with this*

**Green** = *have mastered this outcome*

**Orange** = *not yet mastered but can do it with support.*

Abbreviations used on the Outcomes Sheets

T Teacher P Parent/Carer C Child

**NB Outcomes are also listed on the medium term plans**

Key outcomes are in **bold.**

1. **Read, write and locate any 3-digit number on a landmarked line from 0-1000 and use this to Locate 4-digit numbers on a landmarked line and use this to compare/order numbers**
2. **Round to ten, a hundred and a thousand.**
3. **Understand the nos of 1s, 10s, 100s, 1000s in a 4-d no, & use of zero as a place holder.**
4. Count in multiples of 6, 7, 9, 25 and 1000.
5. Recognise negative numbers in relation to number lines and temperature.
6. Add multiples of 1, 10, 100, 1000 without difficulty.
7. **Multiply 1 and 2 digit whole numbers by 10, 100 and 1000.**
8. Read Roman numerals to 100 (I to C).
9. Solve number and practical problems involving place value.
10. **Mentally add and subtract any pair of two digit numbers or 3-digit multiples of 10.**
11. **Use column addition to add 3-digit & 4-digit nos: first expanded, then compact method.**
12. **Subtract numbers from 3-digit numbers using 'Frog'/counting up, e.g. 426–278, 321-87.**
13. Use 'Frog' to subtract from multiples of 1000 where the difference is less than 500.
14. Use column subtraction to subtract 3-digit & 4-digit nos: first expanded, then compact method.
15. **Estimate and use inverse operations to check answers to a calculation**.
16. **Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.**
17. **Know and recite times tables, including division facts, up to 12 × 12; multiply by 0 and multiply and divide by 1.**
18. Use known facts, place value, factors and commutativity to multiply and divide mentally, including multiplying three numbers together.
19. **Multiply 1-digit numbers by 2-digit or 'friendly' 3-digit numbers mentally or using grid method (i.e. using the distributive law).**
20. **Know how to use 'efficient chunking' for division above the range of the tables facts, e.g. 84 ÷ 6 = ? Begin to extend this to 3 digit numbers.**
21. Solve single-step problems; begin to solve multi-step problems, including multiplication/division
22. Solve scaling & harder correspondence problems: n objects are connected to m objects.
23. **Write the equivalent fraction for fractions with given denominators or numerators, e.g. ½ = ?/8; reduce a fraction to its simplest form, e.g. 6/12 ≡ ½.**
24. **Use times tables to find unit and non-unit fractions of amounts, e.g. 1/6 of 48, 3/8 of 64.**
25. Add and subtract fractions with the same denominator.
26. **Know that one-place decimal numbers represent ones and tenths**
27. Round decimals with one decimal place to the nearest whole number.
28. Recognise and write decimal equivalents of any number of tenths or hundredths and decimal equivalents to ¼, ½, ¾.
29. **Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.**
30. Count up and down in hundredths.
31. Compare numbers with the same number of decimal places up to two decimal places.
32. Solve simple measure/money problems involving fractions and decimals to two decimal places.
33. **Convert between units of measurement, e.g. cm to m, g to Kg, ml to L; units of time.**
34. Measure and calculate the perimeter of a rectilinear figure (incl. squares) in cm and m
35. Find the area of rectilinear shapes by counting squares.
36. Estimate, compare and calculate different measures, including money in pounds and pence
37. Convert between units of time, analogue/digital times, and between 12-hour & 24-hour times.
38. Interpret and present discreet data using bar charts, pictograms and tables, and continuous data on time graphs; answer questions re-data.
39. **Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.**
40. **Identify acute and obtuse angles, compare and order angles up to $180^0$ .**
41. Identify lines of symmetry in 2-D shapes presented in different orientations; complete a simple symmetric figure with respect to one line of symmetry.
42. Describe positions on a 2-D grid as coordinates in the first quadrant, plot specified points and draw sides to complete a given polygon
43. Describe movements between positions as translations of a given unit to left/right, up/down.

| Week | Outcome | T | C | P |
|---|---|---|---|---|
| 1 | **3. Understand the numbers of 1s, 10s, 100s, 1000s in a 4-digit number and the use of zero as a place holder.** | | | |
| | 6. Add multiples of 1, 10, 100, 1000 without difficulty, e.g. 5,347 + 3000, 434 + 300 and 648 – 220. | | | |
| | **1. Locate 4-digit numbers on a landmarked line and use this to compare and order numbers.** | | | |
| | **2. Round to ten, a hundred and a thousand.** | | | |
| | 4. Count in multiples of 25 and 1000. | | | |
| | 8. Read Roman numerals to 100 (I to C). | | | |
| | 9. Solve number and practical problems involving place value. | | | |
| 2 | 14. Use column subtraction to subtract 3-digit and 4-digit numbers: first expanded, then compact method. | | | |
| | **12. Subtract numbers from 3-digit numbers using 'Frog'/counting up, e.g. 426–278, 321-87.** | | | |
| | 13. Use 'Frog' to subtract from multiples of 1000 where the difference is less than 500. | | | |
| | **15. Estimate and use inverse operations to check answers to a calculation**. | | | |
| 3 | 14. Use column subtraction to subtract 3-digit and 4-digit numbers: first expanded, then compact method. | | | |
| | **11. Use column addition to add 4-digit numbers: first expanded method, then compact method** | | | |
| | **12. Subtract numbers from 3-digit numbers using 'Frog'/counting up, e.g. 426–278, 321-87.** | | | |
| | **16. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.** | | | |
| 4 | 35. Find the area of rectilinear shapes by counting squares. | | | |
| | 34. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. | | | |
| | 42. Describe positions on a 2-D grid as coordinates in the first quadrant, plot specified points and draw sides to complete a given polygon. | | | |
| 5 | **26. Know that one-place decimal numbers represent ones and tenths e.g. 3.7 = 3 ones and 7 tenths.** | | | |
| | 27. Round decimals with one decimal place to the nearest whole number. | | | |
| | **29. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.** | | | |
| | 28. Recognise and write decimal equivalents of any number of tenths or hundredths and decimal equivalents to ¼, ½, ¾. | | | |

| Week | Outcome | T | C | P |
|---|---|---|---|---|
| 6 | 31. Compare numbers with the same number of decimal places up to two decimal places. | | | |
| | 30. Count up and down in hundredths. | | | |
| | 32. Solve simple measure and money problems involving fractions and decimals to two decimal places. | | | |
| 7 | 18. Use known facts, place value, factors and commutativity to multiply and divide mentally, including multiplying three numbers together. | | | |
| | **33. Convert between units of measurement, e.g. cm to m.** | | | |
| | 22. Solve scaling problems and harder correspondence problems such as n objects are connected to m objects. | | | |
| 8 | 41. Identify lines of symmetry in 2-D shapes presented in different orientations; complete a simple symmetric figure with respect to one line of symmetry. | | | |
| | **40. Identify acute and obtuse angles, compare and order angles up to $180^0$.** | | | |
| | **39. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.** | | | |
| 9 | 37. Convert between units of time and between analogue and digital times, and between 12-hour and 24-hour times. | | | |
| | 38.Interpret and present continuous data on time graphs; answer questions re-data. | | | |
| 10 | **23. Write the equivalent fraction for fractions with given denominators or numerators, e.g. ½ = ?/8.** | | | |
| | **24. Use times tables to find unit and non-unit fractions of amounts, e.g. 1/6 of 48 and 3/8 of 64.** | | | |
| | 18. Use known facts, place value, factors and commutativity to divide mentally. | | | |
| | **20. Know how to use 'efficient chunking' for division above the range of the tables facts, e.g. 84 ÷ 6 = ? Begin to extend this to 3 digit numbers.** | | | |
| 11 | **19. Multiply 1-digit numbers by 2-digit or 'friendly' 3-digit numbers.** | | | |
| | 21. Solve single-step problems and begin to solve multi-step problems which include multiplication or division. | | | |
| | **16. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.** | | | |