



*Multiplication
and Division*

$$3 \times 10 =$$

$$3 \times 100 =$$

$$47 \times 10 =$$

$$47 \times 100 =$$

$$840 \div 10 =$$

$$8500 \div 100 =$$

Remember that the answer is the product, when we multiply!

2 2 . 1 1 . 2 1

LO: To learn the 4 times table

I know that times tables are commutative.

I can count on in 4s to help me develop my knowledge of the 4 times tables.

I understand how to use my knowledge of key concepts of multiplication (repeated addition, commutativity and lots of) to develop my knowledge of the 4 times table.

h b a c k 4

Year 3 | Week 9 | Day 5

late 2×9

12×2

ate $305 + 448$

254 and 37 together.

many sides does a pentagon have?



Flashback 4

Year

- 1) Multiply 6 by 3
- 2) A racetrack is 3 kilometres long.
A car does 100 laps of the track.
How many kilometres does the car travel?
- 3) A rectangle is 8 cm long and 5 cm wide.
What is the perimeter of the rectangle?
- 4) Round 352 to the nearest 10

1 What multiplications are represented?



2 Complete the number sentences.

a) $6 \times 4 = \square$

e) $0 \times 4 = \square$

i) $0 \div 4 = \square$

b) $4 \times 3 = \square$

f) $4 \times 9 = \square$

j) $\square \div 11 = 4$

c) $\square = 7 \times 4$

g) $24 \div 4 = \square$

k) $\square \div 4 = 5$

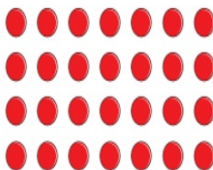
d) $4 \times \square = 48$

h) $8 \div 4 = \square$

l) $1 \times 4 = \square$

3 What multiplication and division statements does the array represent?

Complete the statements.



4 Complete the number sentences.

a) 2×4

b) $8 = 4 \times \square$

c) 3×4

4×4

$16 = 4 \times \square$

3×8

8×4

$32 = 4 \times \square$

3×12

What patterns do you notice?

5 Write $<$, $>$ or $=$ to compare the statements.

a) $48 \div 12$ \bigcirc 4

d) $4 \div 4$ \bigcirc 4×4

b) 36 \bigcirc $40 \div 4$

e) 1×4 \bigcirc 4×1

c) $16 \div 4$ \bigcirc 4×4

f) 4×2 \bigcirc $32 \div 4$

6 A paper clip is 4 cm long.



How long are 6 of these paper clips?

- 7 Dexter buys 10 mugs and 4 key rings.
How much money does he spend in total?



- 8 The pictogram shows the animals a group of children have as pets.
Complete the pictogram.

Animal	Pictogram	Number of animals
cat		
dog		28
bird		
mouse		

= 4 animals

- 9
- Teddy

Some of the numbers in the 4 times-table are even, but not all of them.

Eva

All numbers in the 4 times-table are even.
- Who is correct?

Prove it!

Extension

Which part below does not show counting in fours?

$4 + 4 + 4 + 4$				
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">4</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">4</td> </tr> </table>	4	4	4
4	4	4		

Explain why.

Plenary

True or False ?

The 4 times table

All of the number sentences give the same
answer as 4×12

$$4 \times 10 + 4 \times 2$$

$$4 \times 6 + 4 \times 6$$

$$4 \times 3 + 4 \times 3 + 4 \times 3 + 4 \times 3$$

$$4 \times 20 - 4 \times 8$$

Year 3
NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a 3 digit-number and hundreds mentally.

I can add and subtract a 3 digit-number and tens mentally.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can recall and use multiplication and division facts for the 3 times table.

I can use efficient written methods to multiply a 2 digit and a 1 digit number.

I can measure the perimeter of simple 2-D shapes

I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII

I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.

I can add and subtract amounts of money to give change using £ and p.

I can measure and compare, add and subtract volume/capacity (l/ml)

I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
 $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shape using modelling materials.

I can draw 2-D shapes.

I know how many seconds are in a minute, days in each month, year and leap year.

I can solve two-step problems using presented data

I can solve one-step problems using presented data

I can interpret and present data using tables.

I can interpret and present data using pictograms.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I can solve number and practical problems

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

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four -digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve addition two step problems deciding which operations and methods to use and why.

I can use inverse operations to check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I know factor pairs, using my times table knowledge.

I can solve multiplication and division problems, including simple scaling.

I can multiply a three — digit number by a one—digit number using a formal written method.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can use place value and known derived facts to multiply 3 numbers .

I can use place value and known derived facts to multiply and divide men-

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

I solve simple measure and money problems involving fractions and decimals to two places.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

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

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can convert between different units of measure

I round decimals with one decimal place to the nearest whole number and compare.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

I solve problems finding fractions of amounts including non -unit fractions like $\frac{3}{4}$

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

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

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

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

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

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

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

2 3. 1 1. 2 1

LO: To know how to multiply by 8.

I know how to represent the multiplication using pictorial methods and concrete resources.

I can build on my knowledge of multiplying by 4, to now multiply by 8.

I understand that each multiple of 8 is double its equivalent multiple of 4.



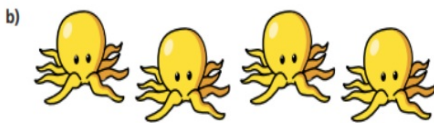
1 Complete the sentences.



There are bags of apples.

There are apples in each bag.

There are apples in total.



There are octopuses.

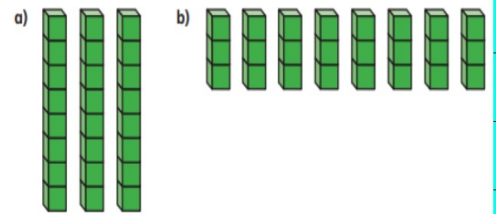
There are arms on each octopus.

There are arms in total.

2 Use counters to represent 2×8
Draw your representation.

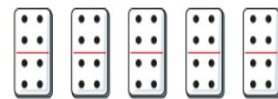
3 Work out how many cubes there are in total.

Write a multiplication sentence.



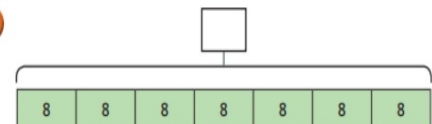
What is the same about your answers? What is different?

4 How many dots are there in total?



How many different ways can you work this out?

5



a) What multiplication is represented by the bar model?

b) Label the bar model with the whole.

c) Draw a bar model to represent 3×8

6 Whitney has 10 packets of seeds.



- a) How many seeds does Whitney have in total?
- b) Ron has 4 fewer packets than Whitney. How many seeds does he have?

7 Jack and Annie are practising their 8 times-table.



Jack

To multiply any number by 8, you can multiply it by 4 and then double it.



Annie

To multiply any number by 8, you can double the number 3 times.

- a) Who do you agree with? Talk about it with a partner.
- b) Use both methods to work out these multiplications.

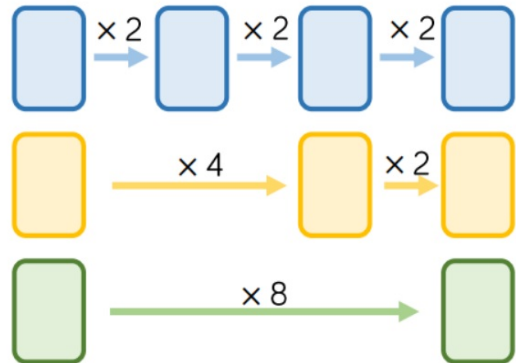
8×4

8×9

11×8

Extension

Start each function machine with the same number.



What do you notice about each final answer?

Tommy knows the 4 times table table, but is still learning the 8 times table table.

Which colour row should he use? Why?

Plenary

True or False?

Multiply by 8

All rows give the same answer as 8×8

8×8							
4×8				4×8			
2×8		2×8		2×8		2×8	
1×8	1×8	1×8	1×8	1×8	1×8	1×8	1×8

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Number and Place Value

Addition and Subtraction

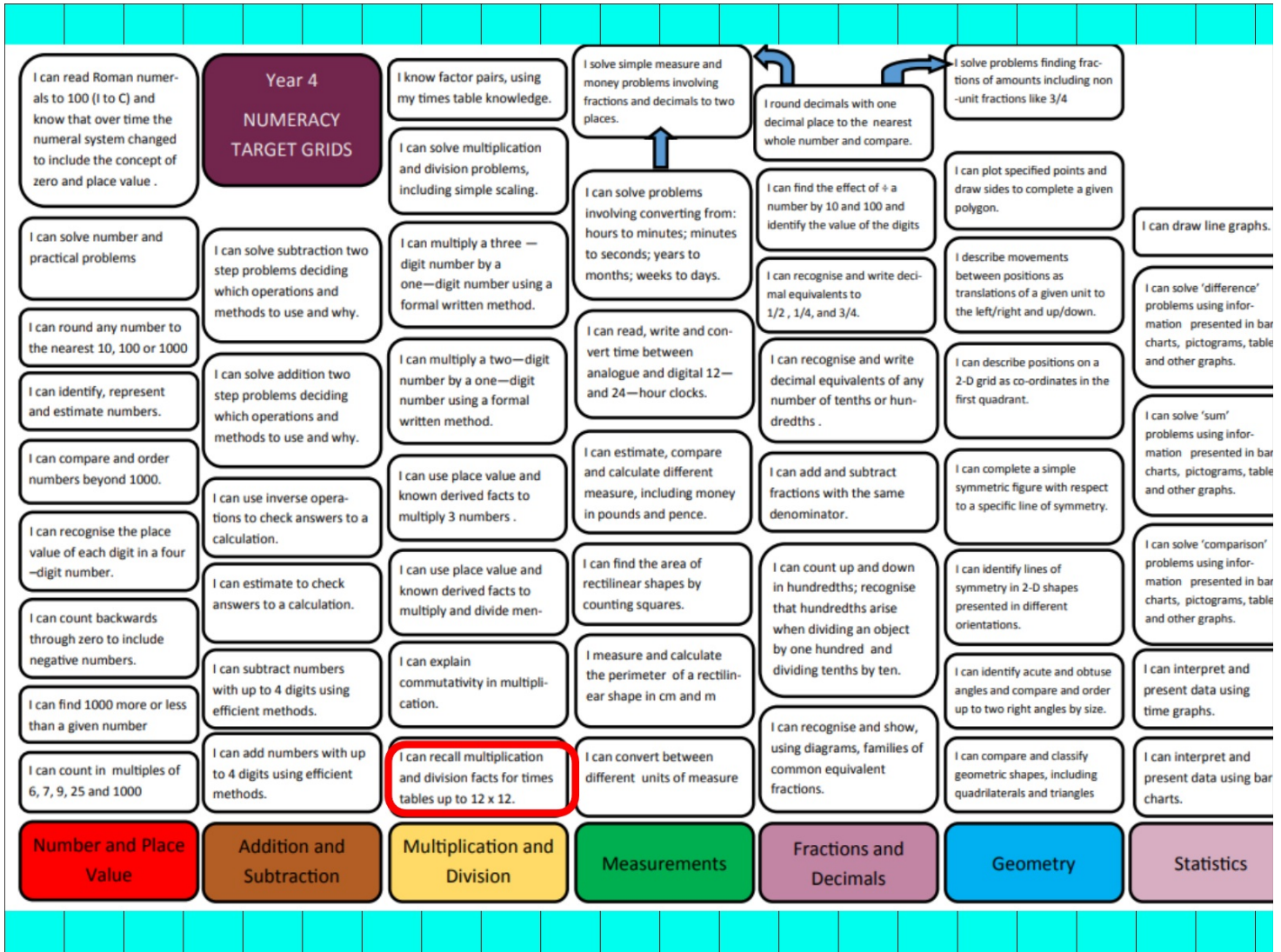
Multiplication and Division

Measurements

Fractions

Geometry

Statistics



2 3. 1 1. 2 1

LO: To divide by 8.

I know how to use concrete resources and pictorial methods to help me divide by 8.

I can group into 8 and share into 8 groups.

I understand how to use the inverse to check my answers.

Flashback 4

Year 3 | Week 10 | Day 2

4×5

The cookies are shared equally between the plates.

How many cookies will there be on each plate?



Calculate 5×3

Increase 482 by 193

Represent 32 in tally marks.

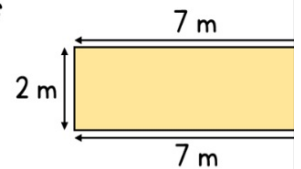
White
Rose
Maths

Flashback 4

Year 4

1) Find the product of 100 and 34

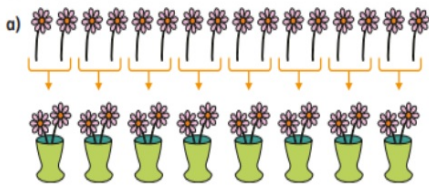
2) Find the perimeter of the rectangle.



3) Decrease 4,320 by 54

4) Write 25 in tally marks.

1 Complete the sentences.

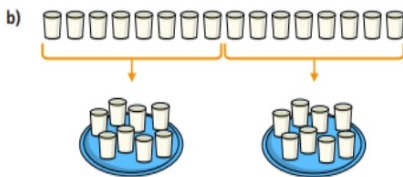


There are flowers.

There are vases.

Each vase has flowers.

16 shared into equal groups is



There are 16 glasses of milk.

There are glasses of milk on each tray.

There are trays.

16 shared into equal groups is

2 Make an array using 40 counters.

Use the array to help you complete the divisions.

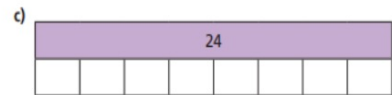
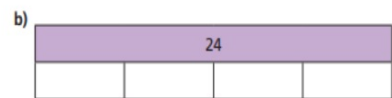
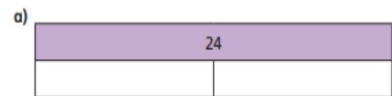
a) $40 \div 8 = \square$

b) $40 \div 5 = \square$

3 32 coins are shared between 8 people.

How many coins does each person get?

4 Complete the bar models and write a division statement for each.



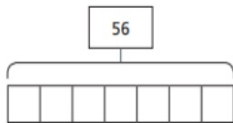
What do you notice?

5 40 kg of potatoes are packed into 8 kg bags.

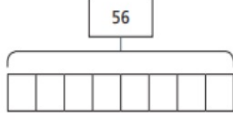
How many 8 kg bags can be filled?

6 a) Match the number story to the bar model.

56 sweets are shared equally between 8 party bags.

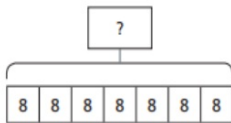


56 sweets are put into party bags. There are 8 sweets in each bag.



b) Complete the bar models.

c) Think of a number story to match this bar model.



7 Which numbers divide by 8 exactly?

23

28

32

64

65

How did you work this out?

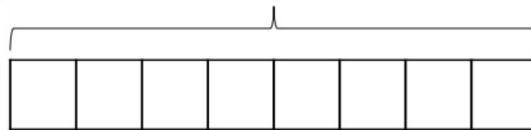
Extension

Amir shares 24 sweets equally between 8 friends.

How many do they get each?

Which bar model would you use to represent this problem? Why?

24



24



Plenary

True or False ?

Divide by 8

To divide by 8, you divide by 4 and
then double your answer.

Year 3
NUMERACY
TARGET GRIDS

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I can solve missing number problems.

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Number and Place Value

Addition and Subtraction

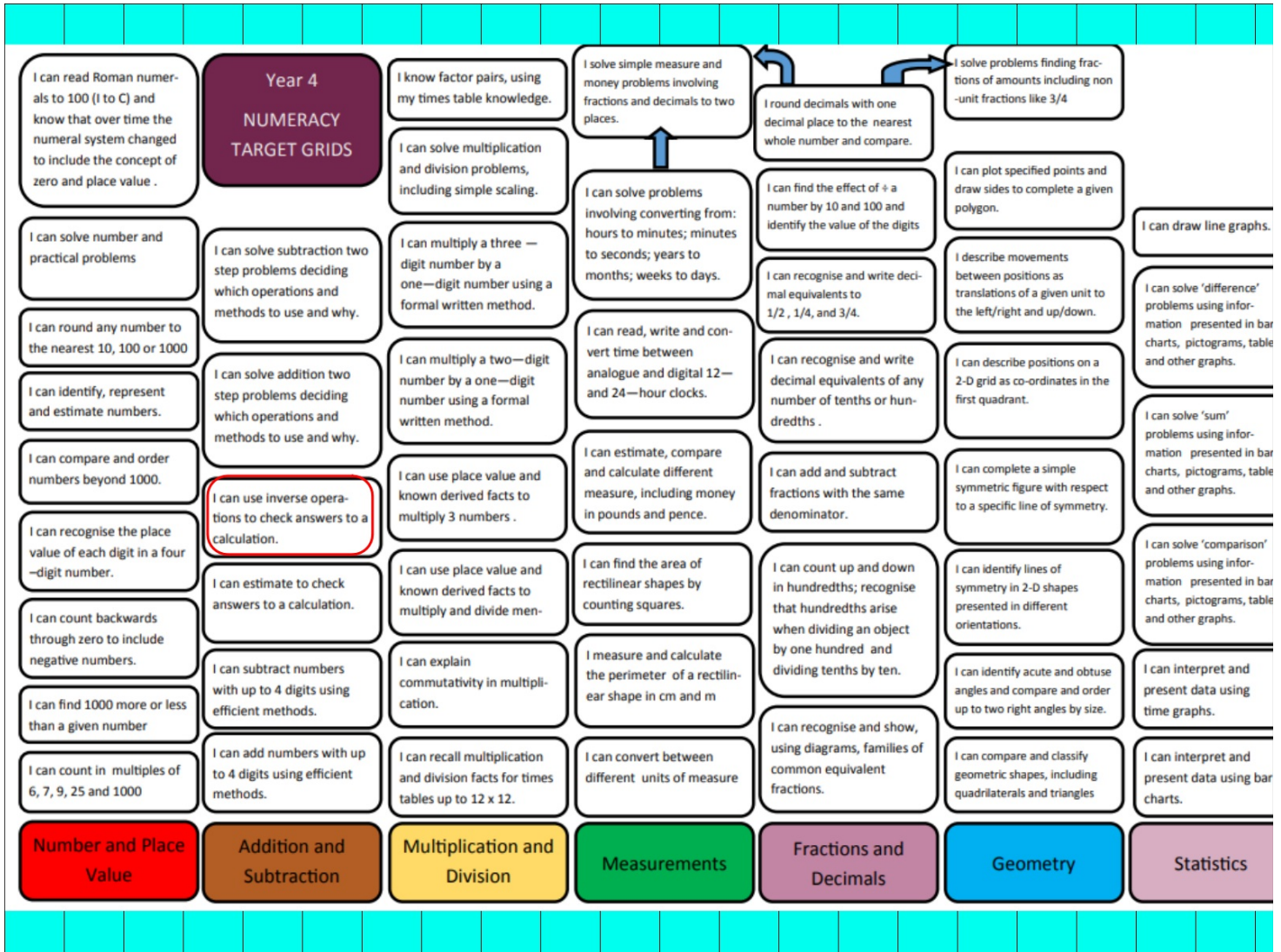
Multiplication and Division

Measurements

Fractions

Geometry

Statistics



2 4. 11. 21

LO: To know the 8 times table.

I know how to use concrete and pictorial resources to help me solve 8 times table questions.

I can use my prior knowledge of the 2, 5, 10 and 3 x tables to help me calculate unknown multiplication facts.

I understand how to use the distributive law to help calculate unknown multiplication facts.

For example: $6 \times 8 = 5 \times 8 + 1 \times 8$

Hit the Button

Number Bonds

Doubles

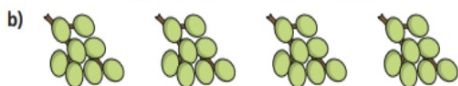
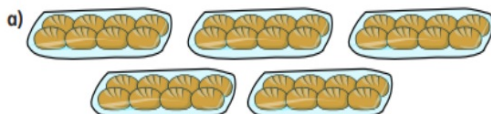
Halves

Times Tables

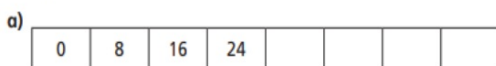
Division Facts

Square Numbers

1 What multiplications are represented?



2 Complete the number tracks.



3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

b) What division sentence can you see?

4 Complete the calculations in your head.

a) $6 \times 8 = \square$

d) $\square = 8 \times 4$

g) $\square \div 8 = 5$

b) $8 \times \square = 56$

e) $72 \div 8 = \square$

h) $8 \times 1 = \square$

c) $10 \times 8 = \square$

f) $\square \div 11 = 8$

5 What multiplication can you see?



6 Complete the multiplications.

a) $2 \times 8 = \square$

$4 \times 8 = \square$

$8 \times 8 = \square$

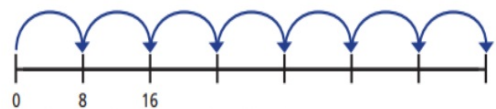
b) $8 = 8 \times \square$

$16 = 8 \times \square$

$32 = 8 \times \square$

What patterns do you notice?

7 a) Amir draws 7 jumps of 8 on a number line.



0 8 16
What number does Amir end on?

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1

What number does Amir end on this time?

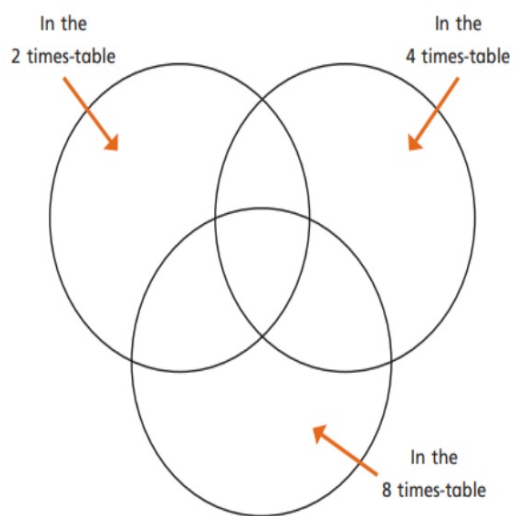
Explain how you know.

- 8 Boats can be hired on a lake.
There are 5 large boats and 8 small boats on the lake.
Each boat is full.
How many people are on the lake?



- 9 Put the numbers into the sorting diagram.

2 4 16 32 48 36 12 6



Are any of the parts empty? Why?

Extension



All the numbers in the 8 times table are even.

Explain why

Prove it!

Plenary

True or False ?

The 8 times table

If I know my 2 times table, I can solve my 8 times table by doubling and doubling again.

White

Year 3

NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.	I can solve missing number problems.	I can solve multiplication and division problems, using scaling.	I can measure the perimeter of simple 2-D shapes	I can solve problems involving fractions	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	I know how many seconds are in a minute, days in each month, year and leap year.
I can count from 0 in multiples of 4, 8, 50 and 100.	I can estimate the answer to a calculation and use inverse operations to check	I can solve multiplication and division problems.	I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.	I can compare and order fractions, and fractions with the same denominator.	I identify whether angles are greater than or less than a right angle.	
I can identify, represent and estimate numbers in different contexts.	I can solve addition and subtraction problems.	I can use mental strategies to multiply a 2-digit number by a 1 digit number.	I can tell the time using Roman numerals from I to XII	I can add and subtract fractions with the same denominator within one whole. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$	I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.	I can solve two-step problems using presented data
I can find 10 or 100 more or less than a given number.	I can subtract numbers up to three digits using an efficient written method.	I can write and calculate statements for X and +. Using the multiplication tables that I know.	I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.	I can recognise and show, using diagrams, equivalent fractions.	I can identify right angles.	I can solve one-step problems using presented data
I can recognise the place value of each digit in a three-digit number.	I can add numbers up to three digits using an efficient written method.	I can recall and use multiplication and division facts for the 8 times table.	I can add and subtract amounts of money to give change using £ and p.	I can recognise and use fractions as numbers.	I can recognise angles as a property of shape or a description of a turn.	I can interpret and present data using tables.
I can add and subtract a 3 digit-number and hundreds mentally.	I can add and subtract a 3 digit-number and tens mentally.	I can recall and use multiplication and division facts for the 4 times table.	I can measure and compare, add and subtract volume/capacity (l/ml)	I can find and write fractions for a set of objects.	I can recognise 3-D shapes in different orientations.	I can interpret and present data using pictograms.
I can solve number problems and practical problems.	I can add and subtract a 3 digit-number and ones mentally.	I can recall and use multiplication and division facts for the 3 times table.	I can measure and compare, add and subtract mass (kg/g)	I recognise that tenths arise from dividing an object into 10 equal parts.	I can make 3-D shape using modelling materials.	I can interpret and present data using bar charts.
I can read and write numbers to 100 in numerals and in words.	I can add and subtract a 3 digit-number and ones mentally.	I can use efficient written methods to multiply a 2 digit and a 1 digit number.	I can measure and compare, add and subtract lengths (m/cm/mm)	I can count up and down in tenths.	I can draw 2-D shapes.	
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions	Geometry	Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I know factor pairs, using my times table knowledge.

I solve simple measure and money problems involving fractions and decimals to two places.

I round decimals with one decimal place to the nearest whole number and compare.

I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$

I can solve number and practical problems

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve multiplication and division problems, including simple scaling.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can plot specified points and draw sides to complete a given polygon.

I can draw line graphs.

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

I can solve addition two step problems deciding which operations and methods to use and why.

I can multiply a three — digit number by a one—digit number using a formal written method.

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

I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.

I describe movements between positions as translations of a given unit to the left/right and up/down.

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

I can identify, represent and estimate numbers.

I can solve addition two step problems deciding which operations and methods to use and why.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

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

I can compare and order numbers beyond 1000.

I can use inverse operations to check answers to a calculation.

I can use place value and known derived facts to multiply 3 numbers .

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can add and subtract fractions with the same denominator.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

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

I can recognise the place value of each digit in a four —digit number.

I can estimate to check answers to a calculation.

I can use place value and known derived facts to multiply and divide men-

I can find the area of rectilinear shapes by counting squares.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

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

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

I can count backwards through zero to include negative numbers.

I can subtract numbers with up to 4 digits using efficient methods.

I can explain commutativity in multiplication.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can recognise and show, using diagrams, families of common equivalent fractions.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can interpret and present data using time graphs.

I can find 1000 more or less than a given number

I can add numbers with up to 4 digits using efficient methods.

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

I can convert between different units of measure

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can interpret and present data using bar charts.

I can count in multiples of 6, 7, 9, 25 and 1000

I can add numbers with up to 4 digits using efficient methods.

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

I can convert between different units of measure

I can compare and classify geometric shapes, including quadrilaterals and triangles

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Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

2 6.1 1.2 1

LO: To use bar models and part-whole models as models of proof to support addition and subtraction

I know how to represent an addition or subtraction equation in a bar model or part-whole model.

I can set out a column addition and subtraction.

I understand if I need to complete an addition or subtraction calculation from looking at a bar model or part-whole model.

Flashback 4

Year 3 | Week 10 | Day 4

24 pens are grouped in twos.

How many groups will there be?

9×5

If $10 \times 2 = 20$ and $7 \times 2 = 14$, what is 17×2 ?

Calculate $520 - 375$

How many quarter turns are in a full turn?

White
Rose
Maths

Flashback 4

Year

1) What is the missing number?

$9 \times \square = 9$

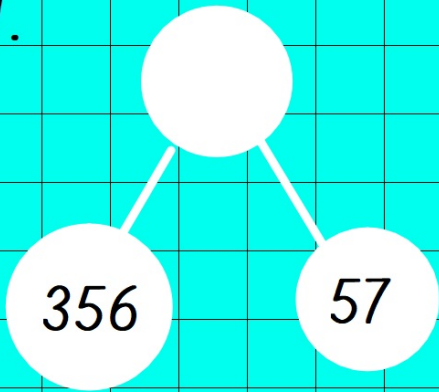
2) Multiply 10 by 38

3) How many metres are there in 8 kilometres?

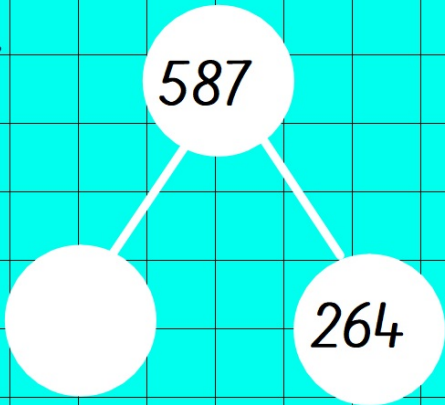
4) Annie walks for 2 hours every day for 1 week.
Ron walks for 3 hours every day for 5 days.
Who walks for longer?

Year 3

1.

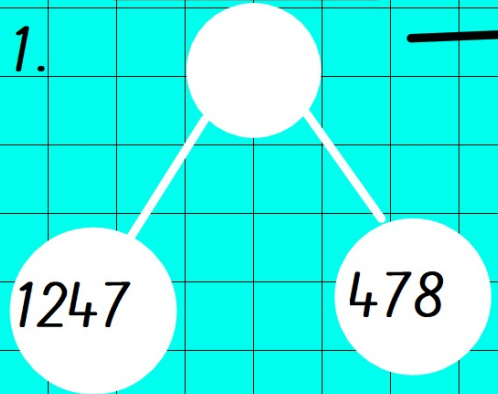


2.

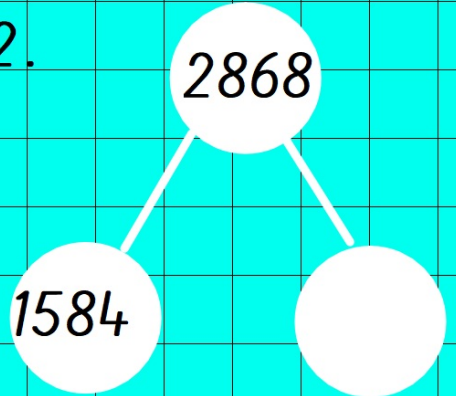


Year 4

1.



2.



Co
su
fin
mi
nu

3.

472	396

3.

3758	4831

4.

753	
124	

4.

6424	
3875	

Solve these equations and then represent them using a bar model and a part whole model.

Year 3

$$5. 472 + 279 =$$

$$6. 689 + 173 =$$

$$7. 754 - 465 =$$

$$8. 632 - 498 =$$

Year 4

$$5. 3356 + 4697 =$$

$$6. 5324 + 1378 =$$

$$7. 7468 - 4279 =$$

$$8. 6357 - 2175 =$$

Year 3
NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a 3 digit-number and hundreds mentally.

I can add and subtract a 3 digit-number and tens mentally.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can recall and use multiplication and division facts for the 3 times table.

I can use efficient written methods to multiply a 2 digit and a 1 digit number.

I can measure the perimeter of simple 2-D shapes

I can estimate and read time to the nearest minute and compare times using appropriate vocabulary .

I can tell the time using Roman numerals from I to XII

I can tell and write the time from an analogue clock and 12 -hour and 24-hour clocks.

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I can measure and compare, add and subtract volume/capacity (l/ml)

I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
$$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shape using modelling materials.

I can draw 2-D shapes.

I know how many seconds are in a minute, days in each month, year and leap year.

I can solve two-step problems using presented data

I can solve one-step problems using presented data

I can interpret and present data using tables.

I can interpret and present data using pictograms.

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Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I can solve number and practical problems

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

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four -digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

Number and Place Value

I can solve subtraction two step problems deciding which operations and methods to use and why.

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I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

Addition and Subtraction

I know factor pairs, using my times table knowledge.

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I can multiply a three -digit number by a one—digit number using a formal written method.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can use place value and known derived facts to multiply 3 numbers .

I can use place value and known derived facts to multiply and divide men-

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

Multiplication and Division

I solve simple measure and money problems involving fractions and decimals to two places.

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Measurements

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I solve problems finding fractions of amounts including non -unit fractions like $\frac{3}{4}$

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Statistics

Plenary

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Statistics

2. Make an array using 40 counters.

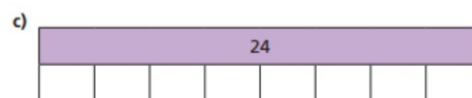
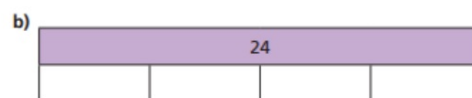
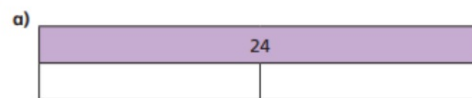
Use the array to help you complete the divisions.

a) $40 \div 8 = \square$ b) $40 \div 5 = \square$

3. 32 coins are shared between 8 people.

How many coins does each person get?

4. Complete the bar models and write a division statement for each.



What do you notice?

5. 40 kg of potatoes are packed into 8 kg bags.

How many 8 kg bags can be filled?