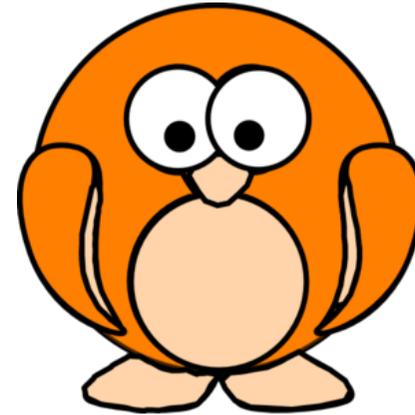


Assessment Outcomes to Track Progress

We track progress using the following outcomes:

- **Y4 Commencing** (*where pupils should be by the end of autumn term*)
- **Y4 Developing** (*where pupils should be by the end of spring term*)
- **Y4 SECURE** (*Year group objectives achieved*)
- **Y4 Secure Advanced** (*for secure+ and more able learners*)
- **Y4 Secure Deep** (*for more able learners*)



All Saints C of E Primary

'I Can' Statements

Supporting Assessment in
MATHS

YEAR 4

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – '*essential*' and '*other*'. In order to achieve **SECURE** for Year 1 (the National Expectation), children need to have achieved ALL of the statements from the previous year plus the following essential statements **by the end of the year**:

Essential Statements for MATHS

I can count backwards through zero to include negative numbers.

I can recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones), round any number to 10, 100 or 1 000 and add multiples of 10, 100 or 1 000 mentally.

I can add multiples of 10, 100 or 1 000 to any number up to 9 999 mentally, e.g. $2680+200$.

I can recall and use multiplication and division facts including recognising factor pairs for multiplication tables up to 12×12 e.g. $2 \times 3 = 6$, $6 \div 3 = 2$.

I can multiply or divide 2-digit and 3-digit numbers by a 1-digit number using efficient written methods.

I can count up and down in hundredths e.g. 0.14, 0.15, 0.16.

I can recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$, $\frac{n}{10}$ and $\frac{n}{100}$
e.g. $\frac{1}{4} = 0.25$, $\frac{1}{2} = 0.5$, $\frac{3}{4} = 0.75$

I can round decimals with one decimal place to the nearest whole number, e.g. 6.2 rounded to 6, 4.9 to 5.

I can recognise and say what is the angle of turn associated with movement between any of the eight compass points.

I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

I can estimate the answer to, and solve, number and practical problems that involve making decisions about applying number facts, place value, rounding and estimation with increasingly large positive numbers.

I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and explaining why.

I can recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.

I can solve problems including converting from hours to minutes; minutes to second; years to months; weeks to days.