**Curriculum prioritisation in primary maths 2020/21**  
Evaluation document: Current Year 4 pupils

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|  |  | **Year 3 ready-to-progress criteria** | **Chris Quigley Milestone 2** | **Notes on provision, and priority for teaching** |  | **Year 4 ready-to-progress criteria** | **Chris Quigley Milestone 2** | **Notes on provision, and priority for teaching** |
| **Number and Place Value** |  | **3NPV–1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  (3-digit at Year 3) |  |  | **4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) |  |
|  | **3NPV–2** Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  (3-digit at Year 3) |  |  | **4NPV–2** Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) |  |
|  | **3NPV–3** Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. | Find 1000 more or less than a given number.  (100 & 10 at Year 3)  Order and compare numbers beyond 1000.  (Up to 1,000 at Year 3) |  |  | **4NPV–3** Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. | Find 1000 more or less than a given number.  Round any number to the nearest 10, 100 or 1000.  Order and compare numbers beyond 1000. |  |
|  | **3NPV–4** Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. | Identify, represent and estimate numbers using different representations. |  |  | **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. | Identify, represent and estimate numbers using different representations. |  |
| **Number Facts** |  | **3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice. | Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |  |  | **4NF–1** Recall multiplication and division facts up to 12x12 and recognise products in multiplication tables as multiples of the corresponding number. | Recall multiplication and division facts for multiplication tables up to 12 × 12.  (Focus on 3, 6, 7, 9 in particular at Year 4 and recap Year 3 facts) |  |
|  | **3NF–2** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | Recall multiplication and division facts for multiplication tables up to 12 × 12.  (x10, 5, 2, 4, 8 at Year 3) |  |  | **4NF–2** Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. | Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). |  |
|  | **3NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). | Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |  |  | **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). | Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |  |
| **Addition and Subtraction** |  | **3AS–1** Calculate complements to 100. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) |  |  |  |  |  |
|  | **3AS–2** Add and subtract up to three-digit numbers using columnar methods. | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.  (3-digits at Year 3) |  |  |  |  |  |
|  | **3AS–3** Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition and understand the related property for subtraction. | Estimate and use inverse operations to check answers to a calculation. |  |  |  |  |  |
| **Multiplication and Division** |  | **3MD–1** Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. | Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). |  |  | **4MD–1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. | Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. |  |
|  |  |  |  |  | **4MD–2** Manipulate multiplication and division equations and understand and apply the commutative property of multiplication. | Recognise and use factor pairs and commutativity in mental calculations. |  |
|  |  |  |  |  | **4MD–3** Understand and apply the distributive property of multiplication. | Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). |  |
| **Fractions** |  | **3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. | Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. |  |  | **4F–1** Reason about the location of mixed numbers in the linear number system. | Recognise and show, using diagrams, families of common equivalent fractions.   Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. |  |
|  | **3F–2** Find unit fractions of quantities using known division facts (multiplication tables fluency). | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number). |  |  | **4F–2** Convert mixed numbers to improper fractions and vice versa. | Recognise and show, using diagrams, families of common equivalent fractions.   Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. |  |
|  | **3F–3** Reason about the location of any fraction within 1 in the linear number system. | Compare and order unit fractions and fractions with the same denominators. |  |  | **4F–3** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. | Add and subtract fractions with the same denominator. |  |
|  | **3F–4** Add and subtract fractions with the same denominator, within 1. | Add and subtract fractions with the same denominator within one whole. |  |  |  |  |  |