MARSH GIBBON
CE SCHOOL

YEAR 4 MATHS EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 4
Round a four digit number to the nearest 10.
Begin to use formal methods for addition & subtraction for whole numbers, where regrouping is required.
Recall and use multiplication and division facts for 2, 3, 4, 5, 8 and 10 and make deductions outside known multiplication facts.
Multiply and divide by 10.
Solve simple word problems that involve one or more steps.
Count up and down in tenths.
Add and subtract fractions with the same denominator within one whole.
Find unit fractions of a set of objects.
Read the time on a clock to the nearest 5 minutes.
Describe 2-D shapes using their properties.
Describe 3-D shapes using their properties.
Interpret and present data using bar charts and tables.
Working at expected standard for Year 4
Annotate/make jottings to support understanding.
Multiply and divide by 10 and 100 and know its effect.
Round any whole number to the nearest 10, 100 or 1000.
Count backwards through 0 to include negative numbers.
Use formal methods for addition & subtraction for whole numbers to solve problems.
Use grid method and chunking to solve problems.
Identify factor pairs within times tables.
Compare fractions, recognising common equivalent fractions.
Find non-unit fractions of quantities.
Write decimal equivalents for ¼, ½ and ¾.
Know conversion factors for measurement (e.g. 1000g = 1kg).

Read, write and convert time between analogue & digital 12 hour clocks.
Solve simple problems involving money as decimal notation.
Find perimeter and area of simple rectilinear shapes by counting.
Know the properties of regular polygons including different types of angles.
Identify lines of symmetry in 2D shapes.
Describe positions in the first quadrant.
Interpret discrete and continuous data.
Working at greater depth within Year 4
Round numbers with one decimal place to the nearest whole number.
Identify prime numbers as having two factors.
Support mathematical reasoning with evidence.
Read, write and convert time between analogue & digital 12 and 24 hour clocks.
Complete a simple symmetric figure with respect to a specific line of symmetry.
To plot specific points in the first quadrant and draw sides to complete a polygon.
Solve problems using charts and graphs.

WHAT IS GREATER DEPTH?

In addition to the term ***end of year expectations***, the term ***greater depth*** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- Have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.