

LEVEL 5

Learning Area Outcome: I understand the structure of the number system and the relationship between numbers

Subject Focus: Number – The number system

	Year 3	Year 4
5.1.1	📖 I can read, write and order whole numbers to ten thousand (10,000) in figures and words.	
	I can read, write and order whole numbers up to one hundred (100) in figures and words.	I can read, write and order whole number up to ten thousand (10,000) in figures and words.
5.1.2	I can recognise, read and position whole numbers on a number line.	
	I can recognise, read and position whole numbers up to one hundred (100) on a number line.	I can recognise, read and position whole numbers up to ten thousand (10,000) on a number line.
5.1.3	I can recognise the place value of any digit in a whole number ten thousand (10,000).	
	I can recognise the place value of any digit in a whole number up to one hundred (100).	I can recognise the place value of any digit in a whole number up to ten thousand (10,000).
5.1.4	I can compare and order whole numbers up to ten thousand and include symbols such as <, > or =.	
	I can compare and order whole numbers up to one hundred (100) and include symbols such as <, > or =.	I can compare and order whole numbers up to ten thousand (10,000) and include symbols such as <, > or =.
5.1.5	📖🗣️ I can recognise, read, say and write (in figures) ordinal numbers from 1st to 31st.	

	Year 3	Year 4
5.1.6	I can identify odd and even numbers up to ten thousand (10,000).	
	I can identify odd and even numbers up to one hundred (100).	I can identify odd and even numbers up to ten thousand (10,000).
5.1.7	I can count forward and backwards in 1s, 2s, 10s and 100s starting from any whole number less than or equal to one thousand (1,000).	
	I can count forward and backwards in 1s, 2s, 10s starting from any whole number up to one hundred (100).	I can count forward and backwards in 1s, 2s, 10s and 100s starting from any whole number up to one thousand (1,000).
5.1.8	I can count forward and backwards in steps of 3, 4, or 5 to and from any whole number less than or equal to fifty (50).	
5.1.9	I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50) up to five hundred (500).	
	N.A.	I can count forward/backwards in steps of 25 (to/from any multiple of 25) and 50 (to/from any multiple of 50) within five hundred (500).
5.1.10	I can recall the first ten multiples of the following numbers: 2, 3, 4, 5, 6, 8 & 10.	
	I can recall the first ten multiples of the following numbers: 2, 4, 5 & 10.	I can recall the first ten multiples of the following numbers: 2, 3, 4, 5, 6, 8 & 10.

	Year 3	Year 4
5.1.11	I can recognise and name one half ($\frac{1}{2}$) and one quarter ($\frac{1}{4}$) and can recognise these in shapes and in a small numbers of objects.	
	<p>I can recognise and name one half ($\frac{1}{2}$) of a whole shape which is divided into two equal parts.</p> <p>I can recognise and name one quarter ($\frac{1}{4}$) of a whole shape which is divided into four equal parts.</p>	<p>I can recognise and name one half ($\frac{1}{2}$) of a small number of objects.</p> <p>I can recognise and name one quarter ($\frac{1}{4}$) of a small number of objects.</p>
5.1.12	● I can associate 0.5 represents with one half ($\frac{1}{2}$).	
	N.A.	I can associate 0.5 represents one half ($\frac{1}{2}$).
5.1.13	● I can recognise and name fractions (with denominator up to 12) that are parts of a whole (which is divided into equal parts).	
	<p>I can recognise and name one half of a whole which is divided into two equal parts. (Use of Fraction Wall is recommended).</p> <p>I can recognise and name one quarter of a whole which is divided into four equal parts. (Use of Fraction Wall is recommended).</p>	<p>I can recognise and name fractions with denominator up to 12 that are parts of a whole which is divided into equal parts. (Use of Fraction Wall is recommended).</p>

	Year 3	Year 4
5.1.14	  I can recognise and name simple equivalent fractions of a given fraction (with denominator up to 12).	
	I can recognise that two halves and four quarters make one whole. I can recognise that two quarters are equivalent to one half.	I can recognise and name equivalent fractions of a given fraction with denominator up to 12.
5.1.15	 I can compare and order unit fractions up to $\frac{1}{12}$ and position them on a number line.	
	N.A.	I can compare and order unit fractions up to $\frac{1}{12}$ and position them on a number line.
5.1.16	I can state one whole number lying halfway between two whole numbers.	
	I can state whole numbers lying between two whole numbers up to one hundred (100). I can state whole numbers lying halfway between two whole numbers up to a range of 11.	I can state one whole number lying halfway between two whole numbers.
Assistive Technology & Other Resources		
5.1.17	I can use assistive technology (e.g. tablets & computers) and other learning resources (e.g. base ten material, beebot, Cuisenaire rods, fraction wall, number frames, number grid, number line, Unifix cubes) to learn about numbers and their properties	