

LEVEL 5

Learning Area Outcome: I can calculate using mental methods, pencil and paper methods and assistive technology methods. I can check calculations by rounding numbers and making rough approximations. I can calculate to the most appropriate level of accuracy. I can also check the reasonableness of answers.

Subject Focus: Number – Numerical calculations

Whole Numbers, Decimal Numbers & Fraction Numbers - The Four Operations		
	Year 3	Year 4
5.2.1	🔴 I can add hundred (100) or one thousand (1,000) to any whole number.	
	N.A.	I can add hundred (100) or one thousand (1,000) to any whole number.
5.2.2	🔴 I recognise that I can add numbers in any order and get the same result.	
	I recognise that I can add numbers in any order and get the same result up to one hundred (100).	I recognise that I can add numbers in any order and get the same result up to ten thousand (10,000)
5.2.3	I can work out a small difference by counting up from the smaller to the larger number.	
	I can work out a small difference by counting up from the smaller to the larger number up to one hundred (100).	I can work out a small difference by counting up from the smaller to the larger number up to ten thousand (10,000).

	Year 3	Year 4
5.2.4	<p>I recognise that subtraction is the inverse of addition and vice versa. I can also state and write a subtraction statement corresponding to a given addition statement and vice versa.</p> <p><i>e.g. if $4 + 3 = 7$ then $7 - 3 = 4$ and vice versa.</i></p>	
5.2.5	<p>I can add/subtract any number by adding/subtracting a multiple of 10 and then adjusting accordingly.</p> <p><i>e.g. $24 + 9 = 24 + (10 - 1) = 34 - 1 = 33$.</i></p>	
	I can add/subtract 9 or 11 by adding/subtracting 10 and then adjusting by 1.	I can add/subtract any number by adding/subtracting a multiple of 10 and then adjusting accordingly.
5.2.6	<p>I can use column addition and subtraction with up to three-digit numbers.</p>	
	N.A.	I can use column addition and subtraction with up to three-digit numbers.
5.2.7	<p>I can work through situations involving addition and subtraction with two-digit numbers.</p>	
	I can work through situations involving addition and subtraction with two digit numbers (total up to 100).	I can work through situations involving addition and subtraction with two digit numbers (total up to 100).
5.2.8	<p>I can derive all pairs of 100 in multiples of 5 and 10.</p>	

	Year 3	Year 4
5.2.9	🔴 I can derive all number pairs that total one hundred (100).	
	N.A.	I can derive all number pairs that total one hundred (100).
5.2.10	🔴 I can derive all pairs of multiples of 50 with a total of one thousand (1,000).	
	N.A.	I can derive all pairs of multiples of 50 with a total of one thousand (1000).
5.2.11	I can derive all pairs of multiples of one hundred (100) with a total of one thousand (1,000).	
5.2.12	🔴 I recognise that multiplication is multiple groups (repeated addition).	
	I recognise that multiplication of 2, 4, 5 & 10 is multiple groups (repeated addition).	I recognise that multiplication of 2, 3, 4, 5, 6, 7, 8 & 10 is multiple groups (repeated addition).
5.2.13	🔴 I recognise that I can multiply numbers in any order and get the same result.	

	Year 3	Year 4
5.2.14	🔴 I associate division as equal sharing.	
	I associate division as equal sharing [x2, x4, x5, x10]	I associate division as equal sharing [x2, x3, x4, x5, x6, x8 & x10].
5.2.15	🔴 I associate division as equal grouping (repeated subtraction).	
	I associate division as equal grouping using 2, 4, 5 & 10.	I associate division as equal grouping using 2, 3, 4, 5, 6, 8 & 10.
5.2.16	🔴 I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 3, 4, 5 and 10 multiplication facts) and vice versa. <i>e.g. if $4 \times 3 = 12$ then $12 \div 3 = 4$ and vice versa.</i>	
	I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 4, 5 and 10 multiplication facts) and vice versa.	I recognise that division is the inverse of multiplication. I can also state and write a division statement corresponding to a given multiplication statement (2, 3, 4, 5, 6, 8 and 10 multiplication facts) and vice versa.
5.2.17	🔴 I can mentally multiply an integer by multiples of 10 and hundred (100).	
	I can mentally multiply an integer up to 10 by 10.	I can mentally multiply an integer by multiples of 10 and hundred (100).

	Year 3	Year 4
5.2.18	I recognise unit fractions (one half $\frac{1}{2}$, one quarter $\frac{1}{4}$) in shapes and numbers.	
	I recognise unit fractions (one half $\frac{1}{2}$, one quarter $\frac{1}{4}$) in shapes.	I recognise unit fractions (one half $\frac{1}{2}$, one quarter $\frac{1}{4}$) in numbers.
5.2.19	🔴 I can double whole numbers up to a total of one thousand (1,000)	
	I can double whole numbers up to a total of hundred (100).	I can double whole numbers up to thousand (1,000).
5.2.20	I can halve even numbers up to one thousand (1,000).	
	I can halve even numbers up to hundred (100).	I can halve even numbers up to one thousand (1,000).
5.2.21	🔴📖 I can recognise that halving is the inverse of doubling.	
5.2.22	🔴 I can find remainders after division (restricted to dividends up to 100 and divisors up to 10).	
	N.A.	I can find remainders after division (restricted to dividends of 2, 3, 4, 5, 6, 8, 10 & 100).

	Year 3	Year 4
5.2.23	<p>I can work through simple one-step situations using addition, subtraction, multiplication and/or division.</p> <p>I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.</p>	
	<p>I can work through simple one-step situations using addition [up to a total of 100], subtraction [within 100], multiplication [$\times 2$, $\times 4$, $\times 5$, $\times 10$] and/or division [$\times 2$, $\times 4$, $\times 5$, $\times 10$, no remainders].</p> <p>I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.</p>	<p>I can work through simple one-step situations using addition, subtraction, multiplication and/or division [$\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 6$, $\times 8$ & $\times 10$].</p> <p>I can also give a rough estimate of the answer of such situations and I can check the reasonableness of the answer.</p>
5.2.24	<p>I can round any whole two-digit number to the nearest ten and any three-digit number to the nearest one hundred (100).</p>	
	<p>I can round any whole number less than one hundred (100) to the nearest ten.</p>	<p>I can round any whole two-digit number to the nearest ten and any three-digit number to the nearest one hundred (100).</p>
5.2.25	<p>🔴 I can find fractions of a number.</p>	
	<p>I can find one half and one quarter of a number.</p>	<p>I can find fractions of a number through concrete and pictorial representations.</p>
5.2.26	<p>🔵 I can read and interpret scales involving whole numbers.</p> <p><i>e.g. number line & ruler</i></p>	
	<p>I can read and interpret scales involving whole numbers (up to 100).</p>	<p>I can read and interpret scales involving whole numbers (up to 10,000).</p>

Money & Consumer Mathematics		
	Year 3	Year 4
5.2.27	I can recognise that 1 euro is equal to one hundred (100) cent.	
5.2.28		
	I can work out totals up to one hundred (100) euro and give the correct change.	
	I can work out totals up to 1 euro and give the correct change.	I can work out totals up to one hundred (100) euro and give the correct change.
5.2.29		
	I can handle small amounts of money in classroom situations (e.g. keeping track of money collected from small change for charity money collections).	
	I can plan an activity within a given budget (e.g. using tickets, travel brochures, price lists, menus...).	
	I can use receipts, simple menus, entrance tickets to work out totals and change.	
	I recognise that prices marked as €0 .99 are a marketing strategy to make prices more attractive.	
Assistive Technology & Other Resources		
5.2.30	I can use assistive technology (e.g. tablets & computers) and other resources (e.g. array cards, base 10 blocks, Cuisenaire rods, fraction wall, euro coins, ten frames, Unifix cubes) appropriate to this level to calculate and to learn about numerical calculations.	

N.B. Where/If not specified : Number work in Year 3 is up to one hundred (100) and Year 4 up to ten thousand (10,000).