Ready to Progress

Non-statutory guidance for key skills and knowledge needed

Resources, ideas and assessment questions available in the Maths Guidance NCETM

Year 3 Prior Learning	Year 4	NCETM
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.	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 three-digit number (hundreds, tens, ones) 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) and compose and decompose four-digit numbers using standard and non-standard partitioning	
 Understand place value in numbers up to 1000 	 Identify the place value of each digit in a four-digit number 	
 ✓ Use zero as a place holder in numbers up to 1000 	 Read numbers up to and including those with four digits. ✓ Write numbers up to and including those 	
Partition 3 digit numbers in different ways	with four digits.✓ Partition 4 digit numbers in different ways	
	 Find 1000 more or less than a given number ✓ Find 1000 more than a given number ✓ Find 1000 less than a given number 	
Compare and order numbers up to 1000	Order and compare numbers beyond 1000	
 ✓ Order numbers up to 1000 ✓ Compare numbers up to 1000 	✓ Order numbers beyond 1000✓ Compare numbers beyond 1000	
Identify, represent and estimate numbers using different representations 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 Divide 1000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1000 with 2, 4, 5 and 10 equal parts	
 ✓ Interpret numbers up to 1000 on a number line 	 ✓ Interpret numbers up to 10 000 on a number line. 	
 ✓ Represent numbers up to 1000 using a number line ✓ Interpret and use scales 	 ✓ Represent numbers up to 10 000 using a number line. ✓ Use and interpret scales representing 	
representing measurements with numbers up to 1000	measurements with numbers up to 10 000.	

Year 3	Year 4	ETM
Reason about the location of any three-digit number in the linear system, including identifying the previous and next multiple of 100 and 10.	Reason about the location of any four-digit number in the linear system, including identifying the previous and next multiple of 1000 and 100, and rounding to the nearest of each.	
 ✓ Find 10 more than a given number 	 ✓ Find 100 more than a given number 	
 ✓ Find 10 less than a given number ✓ Find 100 more than a given number 	 ✓ Find 1000 more than a given number ✓ Round to the nearest multiple of 100 	
✓ Find 100 less than a given number	✓ Round to the nearest multiple of 1000	
Count from 0 in multiples of 4, 8, 50 and 100; <mark>find 10 or 100 more or less</mark> <mark>than a given number</mark> (covered in statement above)	Count in multiples of 6, 7, 9, 25 and 1000	
 Count (from 0) in multiples of 4 	✓ Count in multiples of 6.	
 Count (from 0) in multiples of 8 	 ✓ Count in multiples of 7. 	
 ✓ Count (from 0) in multiples of 50 	✓ Count in multiples of 9.	
 ✓ Count (from 0) in multiples of 100 	✓ Count in multiples of 25.	
	✓ Count in multiples of 1000.	
	Count backwards through zero to include negative numbers ✓ Understand the concept of a negative	
	number. ✓ Count backwards through zero in whole number steps.	
	Round any number to the nearest 10, 100 or 1000	
	✓ Round 2-digit numbers to the nearest 10	
	✓ Round 3-digit numbers to the nearest 10	
	 ✓ Round 4-digit numbers to the nearest 10 ✓ Round 3-digit number to the nearest 100 	
	 ✓ Round 3 and 4 digit numbers to the nearest 100 ✓ Round 4-digit numbers to the nearest 10000 	

Year 3	Year 4	NCETM
	Read Roman numerals to 100 (I to C) and know	
	include the concept of zero and place value.	
	 Read Roman numerals up to C. 	
	 Understand the difference between the 	
	Roman numeral system and the decimal	
	number system.	
Solve number problems and practical problems involving these ideas.	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	

Number Facts

Year 3 Prior Learning	Year 4	NCETM
Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)	