Addition	Subtraction	Multiplication	Division	Fractions
N1-Represent and describe whole numbers to 10 000. N2- Compare and order numbers to 10 000 N3- Demonstrate an understanding of addition of numbers with answers to 10 000 N11- Demonstrate an understanding of addition and subtraction of decimals	N3- Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions N11- Demonstrate an understanding of addition and subtraction of decimals	 N4- Explain the properties of 0 and 1 for multiplication and the property of 1 for division. N5- Describe and apply mental mathematics strategies to determine basic multiplication facts to 9x9 and related division facts. N6- Demonstrate an understanding of multiplication (2-digit or 3- digit by 1-digit) to solve problems PR1- Identify and describe patterns found in tables and charts, including a multiplication chart. PR2/PR3- Reproduce, represent and describe patterns and relationships using charts and table to solve problems. PR5- Express a given problem as an equation in which a symbol is used to represent an unknown number. 	N7- Demonstrate an understanding of division (1- digit divisor and up to 2-digit dividend) to solve problems PR5- Express a given problem as an equation in which a symbol is used to represent an unknown number.	N8- Demonstrate an understanding of fractions less than or equal to one. N9- Describe and represent decimals N10- Relate decimals to fractions

Grade 4

Grade 4
PR6- Solve one-step equations involving a symbol to represent an unknown number. SS1- Read and record time using digital and analog
clocks. SS3- Demonstrate an understanding of area of regular and irregular 2D shapes.
SP1- Demonstrate an understanding of many to one correspondence.
SP2- Construct and interpret pictographs and bar graphs involving many to one correspondence to draw conclusion

SS2- Read and record calendar dates in a variety of formats.

SS4- Describe and construct rectangular and triangular prisms

SS5- Demonstrate an understanding of line of symmetry