

YEAR 4 : AUTUMN 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1 Place Value	2 Place Value Negative Numbers	1 Addition & Subtraction	2 Addition & Subtraction	1 Geometry Shape	1 Measures Time
Count in multiples of 6, 7, 9, 25 and 1000.	Count backwards through zero to include negative numbers	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate.	Estimate and use inverse operations to check answers to a calculation.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Read, write & convert time between analogue and digital 12- and 24-hour clocks.
<ul style="list-style-type: none"> ➤ Count on and back in 1000s from 0 to 10,000 ➤ Count on and back in 10s from any given multiple between 0 and 10,000 ➤ Count on and back in 100s from 0 to 10,000 ➤ Count on and back in 50s from 0 to 1000 starting at any given multiple ➤ Count on and back in 25s from 0 to 1000 starting at any given multiple ➤ Count on and back in 9s from 0 to 1000 starting at any given multiple ➤ Count on in 8s from 0 to 1000 starting at any given multiple ➤ Count on in 7s from 0 to 1000 starting at any given multiple ➤ Count on in 6s from 0 to 1000 starting at any given multiple. 	<ul style="list-style-type: none"> ➤ Know that the value of any negative number is less than 0 ➤ Know which of two negative numbers is greater ➤ Know which of two negative numbers is smaller ➤ Count accurately forwards from any negative number to any positive number, moving across 0 ➤ Count accurately backwards from any positive number to any negative number, moving across 0 ➤ Order a set of negative and positive numbers showing smallest to largest ➤ Order a set of negative and positive numbers showing largest to smallest 	<ul style="list-style-type: none"> ➤ Add numbers with 4-digits without exchanging ➤ Add numbers with 4-digits where the total of hundreds, tens or ones exceed 10 ➤ Subtract a number from a 4-digit number which requires no exchanging ➤ Subtract a number from a 4-digit number where exchanging is required 	<ul style="list-style-type: none"> ➤ Estimate the answer to any given addition involving two 2-digit numbers to the nearest 10. ➤ Estimate the answer to any given addition involving two 3-digit numbers to the nearest 100. ➤ Estimate the answer to any given addition involving two 3-digit numbers to the nearest 10. ➤ Estimate the answer to any given subtraction involving two 2-digit numbers to the nearest 10. ➤ Estimate the answer to any given subtraction involving two 3-digit numbers to the nearest 100. ➤ Estimate the answer to any given subtraction involving two 3-digit numbers to the nearest 10. ➤ Explain the term 'inverse' and exemplify with an example. ➤ Check the answer to any calculation with 2 and 3 digit numbers using the inverse. 	<ul style="list-style-type: none"> ➤ Sort shapes according to their properties using correct vocabulary ➤ Draw and classify shapes based on given criteria, then sort 	<ul style="list-style-type: none"> ➤ Know how to set out each analogue time in digital format ➤ Know how to set out each digital time in analogue format. ➤ Convert between analogue and digital and vice versa ➤ Explain how the digital clock system works, e.g. 10 past 2 in the afternoon = 2:10pm = 14:10.

YEAR 4 : AUTUMN 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1 Multiplication & Division - Mental	2 Multiplication & Division	3 Multiplication & Division	2 Measures Perimeter	1 Statistics	Consolidate and Assess
Recall multiplication and division facts for tables up to 12x12.	Recognise and use factor pairs and commutativity in mental calculations.	Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.	Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.	Interpret and present discrete and continuous data using appropriate graphical methods, including: - bar charts - time graphs	Start this week by revising the learning covered in the Autumn term so as to ensure pupils are fluent and secure with their basic skills.
<ul style="list-style-type: none"> ➤ Count in 6s; forward and backwards. ➤ Recite the x6 tables up to x12, without error. ➤ Answer any calculation involving x6, out of order. ➤ Know that 2x6 is the same as 6x2 etc. ➤ Answer any calculation involving ÷6, out of order. ➤ Count in 7s; forward and backwards. ➤ Recite the x7 table up to x12, without error. ➤ Answer any calculation involving x7, out of order. ➤ Know that 3x7 is the same as 7x3 etc. ➤ Answer any calculation involving ÷7, out of order. ➤ Count in 9s; forward and backwards. ➤ Recite the x9 table up to x12, without error. ➤ Answer any calculation involving x9, out of order. ➤ Know that 4x9 is the same as 9x4 etc. ➤ Answer any calculation involving ÷9, out of order. ➤ Recall multiplication facts for all tables up to 12x12 out of order ➤ Recall division facts for all tables up to 12x12 out of order 	<ul style="list-style-type: none"> ➤ Explain the term 'factor pair'. ➤ Know all the factors within all numbers to 10. ➤ Work out all the factors of any number to 144. ➤ Know the term 'square number' and recall all square numbers associated with numbers 1 – 144. 	<ul style="list-style-type: none"> ➤ Multiply a multiple of 100 by a single-digit number mentally, using 2, 3, 4, 5, 6, 7, 8 and 9x. ➤ Multiply a 2-digit number by a single digit number using 2, 3, 4, 5, 6, 7, 8, 9x. ➤ Multiply a 3-digit number by a single digit number using 2, 3, 4, 5, 6, 7, 8, 9x. 	<ul style="list-style-type: none"> ➤ Know the formula for calculating the perimeter of a rectangle (2 x length plus 2 x breadth) ➤ Know that the perimeter of an irregular shape can be calculated by adding the length of each individual side together 	<ul style="list-style-type: none"> ➤ 'Tell the story' of a bar chart with no scales on the axes ➤ 'Tell the story' of a bar chart with scales on the axes ➤ 'Tell the story' of a time graph with no scales on the axes ➤ 'Tell the story' of a time graph with scales on the axes ➤ Construct a bar chart with correct labelling of both axes ➤ Plot information on a time graph 	<p>Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Autumn term.</p> <p>Analyse the results and use information to help focus the intervention and pre-teaching sessions, as needed, for the following term.</p>

YEAR 4 : SPRING 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
3 Place Value Roman Numerals	1 Fractions	2 Fractions	2 Geometry Position and Direction	3 Measures Area	4 Multiplication & Division
Read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value.	Recognise and show, using diagrams, families of common equivalent fractions.	Add and subtract fractions with the same denominator.	Describe positions on a 2D grid as coordinates in the first quadrant	Find the area of rectilinear shapes by counting squares.	Divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout with no remainder.
<ul style="list-style-type: none"> ➤ Read Roman numerals from 1 to 10 ➤ Read Roman numerals to 50 ➤ Read Roman numerals to 100 ➤ Write Roman numerals from 1 to 10 ➤ Write Roman numerals to 50 ➤ Write Roman numerals to 100 	<ul style="list-style-type: none"> ➤ Know all equivalent fractions of $\frac{1}{2}$ up to and including the denominator 12 ➤ Know all equivalent fractions of $\frac{1}{4}$ up to and including the denominator 12 ➤ Know all equivalent fractions of $\frac{3}{4}$ up to and including the denominator 12 ➤ Know all equivalent fractions of $\frac{1}{3}$ up to and including the denominator 12 ➤ Know all equivalent fractions of $\frac{2}{3}$ up to and including the denominator 12 	<ul style="list-style-type: none"> ➤ Add two fractions with the same denominator that add up to more than one whole. ➤ Subtract one fraction from another with the same denominator crossing one whole. 	<ul style="list-style-type: none"> ➤ Read coordinates using both axes ➤ Plot points using both axes ➤ Answer questions involving coordinates ➤ Create shapes by plotting points in first quadrant 	<ul style="list-style-type: none"> ➤ Count squares to identify the area of a shape. ➤ Draw shapes of a given size, e.g. 20 squares. ➤ Introduce the term square centimetre/cm^2 ➤ Use the formula for calculating the area of a rectilinear shape ($l \times b$) 	<ul style="list-style-type: none"> ➤ Divide a multiple of 10 by a single digit number using 2, 3, 4, 5, 6, 7, 8, 9x with no remainder. ➤ Divide a 2-digit number by a single digit number using 2, 3, 4, 5, 6, 7, 8, 9x with no remainder. ➤ Divide a 3-digit number by a single digit number using 2, 3, 4, 5, 6, 7, 8, 9x with no remainder.

YEAR 4 : SPRING 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
5 Multiplication & Division	4 Place Value	3 Addition & Subtraction	3 Geometry 2D Shape	6 Multiplication & Division - Decimals	Consolidate and Assess
Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together.	Find 1000 more or less than a given number.	Consolidate Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	-Identify lines of symmetry in 2D shapes presented in different orientations. - Complete a simple symmetric figure with respect to a specific line of symmetry	Find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Start this week by revising the learning covered in the Autumn and Spring terms so as to ensure pupils are fluent and secure with their basic skills.
<ul style="list-style-type: none"> ➤ Use all table facts up to 12x12 in calculations involving multiplication and division. ➤ Know what happens when multiplying by 0 or 1. ➤ Know what happens when dividing by 1. ➤ Know what happens when three numbers are multiplied together. 	<ul style="list-style-type: none"> ➤ Find 100 more than any 3 digit number ➤ Find 100 less than any 3 digit number ➤ Find 100 more than any 4 digit number ➤ Find 100 less than any 4 digit number ➤ Find 1000 more than any 4 digit number ➤ Find 1000 less than any 4 digit number ➤ Find 1000 more than any 2 digit number ➤ Find 1000 more than any 3 digit number 	<ul style="list-style-type: none"> ➤ Add numbers with 4-digits without exchanging ➤ Add numbers with 4-digits where the total of hundreds, tens or ones exceed 10 ➤ Subtract a number from a 4-digit number which requires no exchanging ➤ Subtract a number from a 4-digit number where exchanging is required 	<ul style="list-style-type: none"> ➤ Define and show understanding of symmetry ➤ Show lines of symmetry in an equilateral or isosceles triangle (in different orientations) ➤ Show lines of symmetry in a quadrilateral (in different orientations) ➤ Show lines of symmetry in circle ➤ Create simple symmetrical figures and show lines of symmetry ➤ Recognise lines of symmetry in given shapes 	<ul style="list-style-type: none"> ➤ Multiply any number with up to 2 decimal places by 10 and express the answer using tenths. ➤ Multiply any number with up to 2 decimal places by 100 and express the answer using tenths and hundredths. 	<p>Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in the Autumn and Spring terms.</p> <p>Analyse the results and use information to help focus the intervention or pre-teaching sessions, as needed, for the following term.</p>

YEAR 4 : SUMMER 1: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
5 Place Value	3 Fractions	4 Fractions	4 Measures Length/ Mass/ Capacity/Time	4 Geometry Position & Direction	5 Fractions
Compare and order numbers beyond 1000 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing numbers or quantities by 100. Solve simple measure and money problems involving fractions and decimals to two decimal places.	Convert between different units of measure (e.g. km to m; hr to min). Estimate, compare and calculate different measures.	-Describe positions on a 2D grid as coordinates in the first quadrant - Describe movements between positions as translations of a given unit to the left/right and up/down - Plot specified points and draw sides to complete given polygon	-Recognise and write decimal equivalents of any number of tenths or hundredths -Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. -Round decimals with one decimal place to the nearest whole number. -Compare numbers with the same number of decimal places up to two decimal places.
<ul style="list-style-type: none"> ➤ Know which number in a set of 4 digit numbers is the greatest ➤ Know which number in a set of 4 digit numbers is the smallest ➤ Order a set of 4 digit numbers from smallest to largest ➤ Order a set of 4 digit numbers from largest to smallest 	<ul style="list-style-type: none"> ➤ Divide any 2 digit number by 10 and express the answer using tenths. ➤ Divide any 2 digit number by 100 and express the answer using tenths and hundredths. 	<ul style="list-style-type: none"> ➤ Count up in hundredths from 0 and any 'hundredth number' ➤ Count back in hundredths from 0 and any 'hundredth number' ➤ Know that hundredths arise from dividing an object, quantity or number into 100 equal parts and relate this to £ and p. ➤ Place fractions (hundredths) in order – ascending and descending. ➤ Solve money problems involving all 4 operations with £ and pence. ➤ Solve simple fraction money problems involving unit and non-unit fractions where the answer is a whole number. 	<ul style="list-style-type: none"> ➤ Revise relationships between measures: 1000m = 1km; 100cm = 1m; 10mm = 1cm ➤ Revise relationships between measures: 1000g = 1kg ➤ Revise relationships between measures: 60 min = 1 hour; 60 secs = 1 min; 12 months = 1 year ➤ Solve problems involving comparing different measures and use estimates to predict. ➤ Express a distance of more than 1km in m ➤ Express a distance of more than 1cm in mm ➤ Express a mass of more than 1kg in g ➤ Express a volume of more than 1l in ml ➤ Express the passing of time of more than 1 hour in minutes ➤ Express the passing of time of more than 1 minute in seconds. 	<ul style="list-style-type: none"> ➤ Read coordinates using both axes ➤ Plot points using both axes ➤ Answer questions involving coordinates ➤ Create shapes by plotting points in first quadrant ➤ Explain a change in a given position by the movement made along the axes of the quadrant ➤ Use numbered axes to plot points to form a polygon ➤ Describe the properties of the polygon 	<ul style="list-style-type: none"> ➤ Know that $\frac{1}{10} = 0.1$ [for each tenth value] ➤ Know that $\frac{1}{100} = 0.01$ [for each hundredth value] ➤ Know that $0.25 = \frac{1}{4}$ ➤ Know that $0.5 = \frac{1}{2}$ ➤ Know that $0.75 = \frac{3}{4}$ ➤ Round a number with one decimal place to nearest whole number. ➤ Given 3 numbers with one decimal place, place in order (smallest to largest and vice versa). ➤ Given 5 numbers with one decimal place, place in order (smallest to largest and vice versa). ➤ Given 3 numbers with two decimal places, place in order (smallest to largest and vice versa). ➤ Given 5 numbers with two decimal places, place in order (smallest to largest and vice versa).

YEAR 4 : SUMMER 2: Overview and Teaching Steps

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
6 Place Value	2 Statistics	4 Addition & Subtraction	6 Fractions Decimals	5 Geometry	Consolidate and Assess
Round any number to the nearest 10, 100 or 1000	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	<p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	Start this week by revising the learning covered in Year 4 so as to ensure pupils are fluent and secure with their basic skills.
<ul style="list-style-type: none"> ➤ Round any number up to 100 to the nearest 10 ➤ Round any number up to 1000 to the nearest 10 ➤ Round any number up to 1000 to the nearest 100 ➤ Round any number up to 10,000 to the nearest 1000 	<ul style="list-style-type: none"> ➤ Compare information in bar charts to answer questions ➤ Solve addition problems using information in bar charts to answer questions ➤ Solve difference problems using information in bar charts to answer questions ➤ Compare information in pictograms to answer questions ➤ Solve addition problems using information in pictograms to answer questions ➤ Solve difference problems using information in pictograms to answer questions ➤ Compare information in tables to answer questions ➤ Solve addition problems using information in tables to answer questions ➤ Solve difference problems using information in tables to answer questions 	<ul style="list-style-type: none"> ➤ Solve two-step problems using addition to 1000. ➤ Solve two-step problems with subtraction to 1000. ➤ Solve two-step problems using addition and subtraction to 1000. 	<ul style="list-style-type: none"> ➤ Find unit fractions of quantities from $\frac{1}{2}$ to $\frac{1}{10}$ ➤ Find non-unit fractions of quantities from thirds to tenths e.g. $\frac{2}{3}$ $\frac{4}{7}$. ➤ Find fractions of quantities involving money and measure. Make predictions/estimates to compare fractions of 2 or ore quantities to say which will be more/less ➤ Solve problems using all of the above concepts. 	<ul style="list-style-type: none"> ➤ Know that an angle smaller than a right angle is known as an acute angle ➤ Know that an angle larger than a right angle is known as an obtuse angle ➤ Identify and describe an acute angle ➤ Identify and describe an obtuse angle ➤ Compare and order angles by size 	<p>Use a simple assessment process to check on pupils' confidence and consistency in using the learning outlined in Year 4.</p> <p>Analyse the results and use information to help focus the pre-teaching sessions, as needed, for the following term.</p>