

## Year 4 Overview Maths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
9 <sup>th</sup> Sep – 13 Sep	16 <sup>th</sup> - 20 <sup>th</sup> Sep	23 <sup>rd</sup> – 27 <sup>th</sup> Sep	30 <sup>th</sup> – 4 <sup>th</sup> Oct	7 <sup>th</sup> – 11 <sup>th</sup> Oct	14 <sup>th</sup> - 18 <sup>th</sup> Oct	21 <sup>st</sup> – 25 <sup>th</sup> Oct	Half term	4 <sup>th</sup> – 8 <sup>th</sup> Nov	11 – 15 <sup>th</sup> Nov	18 <sup>th</sup> – 22 <sup>nd</sup> Nov	25 <sup>th</sup> – 29 <sup>th</sup> Nov	2 <sup>nd</sup> – 6 <sup>th</sup> Dec	9 <sup>th</sup> – 13 <sup>th</sup> Dec	16 <sup>th</sup> - 20 <sup>th</sup> Dec	17 <sup>th</sup> – 21 <sup>st</sup> Dec
<b>Number and Place value</b> <ul style="list-style-type: none"> <li>➤ Recognise the place value of each digit in four-digit numbers up to 10,000 (thousands, hundreds, tens, and ones)</li> <li>➤ Identify, represent and estimate numbers using different representations using numbers up to 10,000.</li> <li>➤ Order and compare numbers up to 10,000 using &lt; &gt; =</li> <li>➤ Order and compare numbers up to 10,000 using a number line.</li> <li>➤ Count in multiples of 6, 7, 9 25 and 1000 (<i>In lesson then move to MMM</i>)</li> <li>➤ Solve number and practical problems that involve all of the above with increasingly large positive numbers up to 10,000</li> </ul>	<b>Number - Rounding</b> <ul style="list-style-type: none"> <li>➤ Round any number up to 10,000 to the nearest 10,100 or 10000</li> </ul>	<b>Number Addition and subtraction</b> <ul style="list-style-type: none"> <li>➤ Find 1, 10, 100 and 1000 more or less than a given number under 10,000,</li> <li>➤ <b>Add and subtract numbers with up to 3 digits using the formal written method for addition and subtraction including carrying and exchanging.</b></li> <li>➤ Add and subtract numbers with 4 digits using the formal written methods for addition and subtraction where appropriate.</li> <li>➤ Estimate and use the inverse operations to check the answer to a calculation.</li> <li>➤ Solve addition and subtraction two step problems in contexts (focus on measures particularly length, capacity, weight) deciding on which operation and method to use and why.</li> </ul> <p><b><u>If finish earlier start multiplication and division.</u></b></p>		<b>Multiplication and division</b> <ul style="list-style-type: none"> <li>➤ Multiply numbers by 10 and 100.</li> <li>➤ Divide numbers by 10 and 100</li> <li>➤ Multiply numbers by 1 and 0</li> <li>➤ Divide numbers by 1</li> <li>➤ Use place value, known and derived facts to multiply and divide mentally, For example, <math>600 \div 2 = 300</math> can be derived from <math>6 \div 2 = 3</math></li> <li>➤ Multiply 3 numbers together</li> <li>➤ Recognise and use factor pairs and commutativity in mental calculations</li> <li>➤ <b>Use the distributive law for mental calculations.</b></li> <li>➤ <b>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit (if time)</b></li> </ul>	<b>Art Week</b>	<b>Number: Fractions</b> <ul style="list-style-type: none"> <li>➤ Compare and order unit fractions and fractions with the same denominator.</li> <li>➤ Add and subtract fractions with the same denominator within one whole using practical resources and diagrams to represent this. (Ensure understanding – why do we not add the denominator?)</li> <li>➤ Add and subtract fractions with the same denominator going over one whole (using simple fractions) e.g. <math>2\frac{1}{2} + 3\frac{1}{2}; \frac{3}{4} + \frac{2}{4}</math></li> <li>➤ Recognise and show using diagrams, equivalent fractions with small denominators, e.g. <math>\frac{1}{2} = \frac{2}{4}, \frac{1}{3} = \frac{2}{6}</math> etc.</li> <li>➤ Recognise and show using diagrams, families of common equivalent fractions e.g. <math>\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}</math>; <math>\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}</math>; including simple non-unit fractions <math>\frac{3}{4} = \frac{6}{8} = \frac{9}{12}</math></li> <li>➤ Recognise and use fractions as numbers: Use the bar model and introduce more efficient methods of calculating non-unit fractions e.g. <math>\frac{3}{5}</math> of 30 = <math>30 \div 5 = 6 \times 3 = 18</math>.</li> <li>➤ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities where the answer is a whole number</li> </ul>	<b>Measurement: Time</b> <ul style="list-style-type: none"> <li>➤ Tell and write the time from an analogue clock, including clocks with Roman numerals with increasing accuracy to the nearest minute.</li> <li>➤ Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/ pm, morning afternoon, noon and midnight.</li> <li>➤ Read, write and convert time between analogue and digital 12 and 24 hour clocks.</li> <li>➤ Solve problems converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>								

**Spring Term**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mon 6 <sup>th</sup> – 10 <sup>th</sup> Jan	13 <sup>th</sup> – 17 <sup>th</sup> Jan	20 <sup>th</sup> – 24 <sup>th</sup> Jan	27 <sup>th</sup> Jan – 31 <sup>st</sup> Jan	3 <sup>rd</sup> – 7 <sup>th</sup> Feb	10 <sup>th</sup> Feb – 14 <sup>th</sup> Feb	Half term	24 <sup>th</sup> Feb – 28 <sup>th</sup> Feb	2 <sup>nd</sup> – 6 <sup>th</sup> March	9 <sup>th</sup> - 13 <sup>th</sup> March	16 <sup>th</sup> – 20 <sup>th</sup> March	23 <sup>th</sup> – 27 <sup>th</sup> March	30 <sup>th</sup> – 3 <sup>rd</sup> April
<p align="center"><b>Multiplication and Division</b> (Written methods)</p> <ul style="list-style-type: none"> <li>➤ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>➤ Solve problems involving integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>➤ Use informal written methods for division (number lines or jottings), for example, using known facts to divide 63/3.</li> <li>➤ Solve problems involving all four operations including different surface, same problem questions.</li> </ul> <p>If finished early start decimals.</p>			<p align="center"><b>Measurement: Area , Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>➤ Convert kilometres into metres and vice versa using real life contexts.</li> <li>➤ Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and M.</li> <li>➤ Find the area of (simple) rectilinear shapes by counting squares.</li> <li>➤ Make shapes with a particular area using squares.</li> <li>➤ Compare the area of shapes either visually or by counting squares.</li> </ul>			<p><b>Assessment Week</b></p>	<p align="center"><b>Fractions – Decimal numbers</b></p> <ul style="list-style-type: none"> <li>➤ Recognise tenths and hundredths and begin to understand the equivalence between tenths and hundredths.</li> <li>➤ Count up and down in tenths; recognise that tenths arise from splitting an object into ten equal parts.</li> <li>➤ Identify Tenths as decimals</li> <li>➤ Understand the place value of tenths including how many tenths in numbers larger than one-whole, for example <math>3.2 = 3 \text{ wholes } (30/10) \text{ and } 2/10\text{'s.}</math> Place tenths using place value charts and number lines.</li> <li>➤ Divide 1 digit numbers by 10, for example, <math>4 / 10 = 0.4</math></li> <li>➤ Divide 2 digit numbers by 10, for example: <math>35 / 10 = 3.5</math></li> <li>➤ Recognise that hundredths arise from dividing a number into 100 equal parts and understand equivalence between tenths and hundredths.</li> <li>➤ Identify hundredths as decimal numbers.</li> <li>➤ Understand the place value of hundredths using place value grids.</li> <li>➤ Divide 1 and 2 digit numbers by 100, for example <math>4/100 = 0.04</math> and <math>72/100 = 0.72</math></li> </ul>			<p align="center"><b>Geometry Shape/</b></p> <ul style="list-style-type: none"> <li>➤ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>➤ Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>➤ Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>➤ Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>		

**Summer Term**

Week 1	Week 2	Week 3	Week 4	Week 5		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
20 <sup>th</sup> April – 24 <sup>th</sup> April	27 <sup>th</sup> – 1 <sup>st</sup> May	4 <sup>th</sup> - 8 <sup>th</sup> May	11 <sup>th</sup> – 15 <sup>th</sup> May	18 <sup>th</sup> – 22 <sup>nd</sup> May	<b>Half Term</b>	1 <sup>st</sup> – 5 <sup>th</sup> June	8 <sup>th</sup> – 12 <sup>th</sup> June	15 <sup>th</sup> – 19 <sup>th</sup> June	22 <sup>nd</sup> – 26 <sup>th</sup> June	29 <sup>th</sup> – 3 <sup>rd</sup> July	8 <sup>th</sup> – 10 <sup>th</sup> July	13 <sup>th</sup> – 17 <sup>th</sup> July		
<p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>➤ Understand that decimal numbers (tenths and hundredths) can be combined to make a whole.</li> <li>➤ Understand the place value of numbers with up to 2 decimal places. For example <u>2</u>5.03 value of the 2 is 20. Partition numbers.</li> <li>➤ Compare single and two whole digit numbers with up to 2 decimal places. E.g. 35.81</li> <li>➤ Order numbers with 2 decimal places.</li> <li>➤ Round decimals with one decimal place to the nearest whole number.</li> <li>➤ Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>➤ Solve number and practical problems that involve all of the above with increasingly large positive numbers up to 10,000 including numbers with up to 2 decimal places.</li> </ul>			<p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>➤ Understand £ and pence and the decimal notation for money.</li> <li>➤ Compare and order quantities and amounts of money shown in £ and pence.</li> <li>➤ Estimate using money</li> <li>➤ Solve problems using all four operations and money.</li> </ul>			<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>➤ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. (Large time graph focus in year 5)</li> <li>➤ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>			<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>➤ Count backwards through zero to include negative numbers.</li> <li>➤ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>		<p><b>Assessment Week</b></p>	<p><b>Geometry: position and direction</b></p> <ul style="list-style-type: none"> <li>➤ Pupils should be taught to: Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>➤ Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>➤ Plot specified points and draw sides to complete a given polygon.</li> </ul>		<p><b>Consolidation of objectives for year 5.</b></p>