

Year 4 2021- 22 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		
6 th Sep – 12 th Sep	13 th - 19 th Sep	20 st -26 th Sep	27 th – 3 rd Oct	4 th – 10 th Oct	11 th - 17 th Oct	18 th – 24 th Oct	26 th – 30 th Oct	– 1 st 7 th Nov	8 th – 17 th Nov	15 th – 21 st Nov	22 nd – 28 th Nov	29 th – 5 th Dec	6 th – 12 th Dec	13 th - 18 th Dec		
<p>Recap place value in 3-digit numbers initially as appropriate.</p> <p>Number and Place value</p> <ul style="list-style-type: none"> ➤ Recognise the place value of each digit in four-digit numbers up to 10,000 (thousands, hundreds, tens, and ones) ➤ Identify, represent and estimate numbers using different representations using numbers up to 10,000. ➤ Order and compare numbers up to 10,000 using < > = ➤ Order and compare numbers up to 10,000 using a number line. ➤ Count in multiples of 6, 7, 9 25 and 1000 (<i>In lesson then move to MMM</i>) ➤ Solve number and practical problems that involve all of the above with increasingly large positive numbers up to 10,000 ➤ Recap rounding basics so that this can be added into MMM sessions. E.g. Rounding 2 and 3 digit numbers to the nearest 10 and 100 			<p>Number Addition and subtraction</p> <ul style="list-style-type: none"> ➤ Find 1, 10, 100 and 1000 more or less than a given number under 10,000, ➤ Add and subtract numbers with up to 3 digits using the formal written method for addition and subtraction including carrying and exchanging. ➤ Add and subtract numbers with 4 digits using the formal written methods for addition and subtraction where appropriate. ➤ Estimate and use the inverse operations to check the answer to a calculation. ➤ 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. 			<p>Number and Place Value</p> <ul style="list-style-type: none"> ➤ Round any number up to 10,000 to the nearest 10,100 or 10000 		<p>Half term</p>	<p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> ➤ Measure the perimeter of simple 2-D shapes ➤ Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and M. ➤ Find the area of rectilinear shapes by counting squares ➤ Understand the equivalence between different units of measurement for length including M to cm and cm to mm and vice versa ➤ Convert kilometres into metres and vice versa using real life contexts. 		<p>Multiplication and division</p> <ul style="list-style-type: none"> ➤ Use place value, known and derived facts to multiply and divide mentally, including: ➤ Pupils use multiplication and division facts to derive related facts e.g. $3 \times 2 = 6$, $30 \times 2 = 60$ extending this to 3 digit numbers e.g. $2 \times 300 = 600$ and understanding the relationship between multiplication and division facts e.g. $600 / 3 = 200$ can be derived from $2 \times 3 = 6$. multiplying by 0 and 1; dividing by 1; ➤ multiplying together three numbers – use commutativity here e.g. $4 \times 12 \times 5$ becomes $4 \times 5 = 20 \times 12$ and then becomes 20×12. ➤ recognise and use factor pairs and commutativity in mental calculations ➤ Use the distributive law for mental calculations. ➤ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit (if time) 			<p>Geometry Properties of Shape</p> <ul style="list-style-type: none"> ➤ Describe the properties of 2D and 3D shapes using accurate terminology. ➤ Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them. ➤ Identify horizontal lines and vertical lines and pairs of perpendicular and parallel lines. ➤ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ➤ Identify acute and obtuse angles and compare and order angles up to two right angles by size ➤ Identify symmetrical and non-symmetrical polygons. ➤ Identify lines of symmetry in 2-D shapes presented in different orientations ➤ Complete a simple symmetric figure with respect to a specific line of symmetry 		

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Spring Term																	
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				
Wed 5 th – 9 th Jan	10 th – 16 th Jan	17 th – 23 rd Jan	7 th Feb – 13 th Feb	31 st – 6 th Feb	7 th Feb – 13 th Feb	14 th – 20 th Feb	21 st – 27 th Feb	28 th Feb – 6 th March	7 th – 13 th March	14 th – 20 th March	21 st – 27 th March	28 th – 3 rd April	4 th – 10 th April				
<p>Multiplication and division</p> <p>(Written methods)</p> <ul style="list-style-type: none"> ➤ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout ➤ Solve problems involving integer scaling problems and harder correspondence problems such as n objects are connected to m objects. ➤ Use informal written methods for division (number lines or jottings), for example, using known facts to divide 63/3. ➤ Solve problems involving all four operations including different surface, same problem questions. 			<p>Number: Fractions</p> <ul style="list-style-type: none"> ➤ Count up and down in halves and $\frac{2}{4}$ and other basic fractions verbally. ➤ Compare and order unit fractions and fractions with the same denominator. ➤ 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?) ➤ Add and subtract fractions with the same denominator going over one whole (using simple fractions) e.g. $2\frac{1}{2} + 3\frac{1}{2}$; $\frac{3}{4} + \frac{2}{4}$ ➤ Recognise and show using diagrams, equivalent fractions with small denominators, e.g. $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{3} = \frac{2}{6}$ etc. ➤ Recognise and show using diagrams, families of common equivalent fractions e.g. $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$; $\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}$; including simple non-unit fractions $\frac{3}{4} = \frac{6}{8} = \frac{9}{12}$ ➤ Recognise and use fractions as numbers: Use the bar model and introduce more efficient methods of calculating non-unit fractions e.g. $\frac{3}{5}$ of 30 = $30 \div 5 = 6 \times 3 = 18$ ➤ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities where the answer is a whole number 					<p>Years 3 – 5 assessment week</p> <hr/> <p>Measurement: Area</p> <ul style="list-style-type: none"> ➤ Find the area of rectilinear shapes by counting squares 		Half term	<p>Fractions – Decimal numbers</p> <ul style="list-style-type: none"> ➤ Recognise tenths and hundredths and begin to understand the equivalence between tenths and hundredths. ➤ Count up and down in tenths; recognise that tenths arise from splitting an object into ten equal parts. ➤ Identify Tenths as decimals ➤ Understand the place value of tenths including how many tenths in numbers larger than one-whole, for example 3.2 = 3 wholes (30/10) and 2/10's.) Place tenths using place value charts and number lines. ➤ Divide 1 digit numbers by 10, for example, $4 / 10 = 0.4$ ➤ Divide 2 digit numbers by 10, for example: $35 / 10 = 3.5$ ➤ Recognise that hundredths arise from dividing a number into 100 equal parts and understand equivalence between tenths and hundredths. ➤ Identify hundredths as decimal numbers. ➤ Understand the place value of hundredths using place value grids. ➤ Divide 1 and 2 digit numbers by 100, for example $4/100 = 0.04$ and $72/100 = 0.72$ 			<p>Number and Place Value</p> <ul style="list-style-type: none"> ➤ 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. <p>When finished move onto time.</p>		<p>Measurement: Time</p> <ul style="list-style-type: none"> ➤ Tell and write the time from an analogue clock, including clocks with Roman numerals with increasing accuracy to the nearest minute. ➤ Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/ pm, morning afternoon, noon and midnight. ➤ Know the number of seconds in a minute, number of days in each month and days in a year/ leap year. ➤ Convert between different units of measure, for example hours to minutes. ➤ compare durations of events [for example to calculate the time taken by particular events or tasks]. ➤ Read, write and convert time between analogue and digital 12 and 24 hour clocks. ➤ Solve problems converting from hours to minutes; minutes to seconds; years to months; weeks to days 	

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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											
25 th April – 1 st May	3 rd – 8 th May	9 th - 15 th May	16 th – 22 nd May	23 rd – 29 th May	30 th May – 5 th June	6 th – 12 th June	13 th – 19 th June	20 st – 26 th June	27 th – 3 rd July	4 th – 10 th July	11 th – 17 th July	18 th – 24 th July											
<p>Number: Decimals</p> <ul style="list-style-type: none"> ➤ Understand that decimal numbers (tenths and hundredths) can be combined to make a whole. ➤ Understand the place value of numbers with up to 2 decimal places. For example <u>25.03</u> value of the 2 is 20. Partition numbers. ➤ Compare single and two whole digit numbers with up to 2 decimal places. E.g. 35.81 ➤ Order numbers with 2 decimal places. ➤ Round decimals with one decimal place to the nearest whole number. ➤ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ➤ 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. 			<p>Measurement: Money</p> <ul style="list-style-type: none"> ➤ add and subtract amounts of money to give change, using both £ and p in practical contexts recording £ and p separately. ➤ Understand £ and pence and the decimal notation for money. ➤ Compare and order quantities and amounts of money shown in £ and pence (decimal notation) ➤ Estimate using money including pounds and pence. (decimal notation) <p>Solve problems using all four operations and money.</p>			<p>Number and Place Value</p> <ul style="list-style-type: none"> ➤ Count backwards through zero to include negative numbers. 			<p>Half term</p>			<p>Statistics</p> <ul style="list-style-type: none"> ➤ Interpret and present data using bar charts, pictograms and tables. ➤ Pupils understand scales of 2,5, and 10 with increasing accuracy. ➤ Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. ➤ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. (Large time graph focus in year 5) ➤ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 			<p>Assessment Week</p>		<p>Continue with statistics as needed.</p>		<p>Geometry: position and direction</p> <ul style="list-style-type: none"> ➤ Pupils should be taught to: Describe positions on a 2-D 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 a given polygon. 			<p>Consolidate year 4 objectives as needed so that pupils are year 5 ready.</p>	

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