Broadwood Primary School
Maths Yearly Overview: Year 4

Number Facts Targets to be practised throughout the year:

Ready to Progress Criteria 4NF-1: Recall multiplication and division facts up to 12x12 and recognise products in multiplication tables as multiples of the corresponding number, 4NF-2: Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context, 4NF-3: Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)

Autumn 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value		Addition and Subtraction	Multiplication and Division (mental methods)		Measures: Length, Perimeter, Area	
• Ready to Progress criteria 4NPV-1: 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. • find 1000 more or less than a given number • Ready to Progress criteria 4NPV-2: Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning. • count in multiples of 6, 7, 9, 25 and 1000		• continue practice to achieve automaticity in addition and subtraction facts that bridge 10 • calculate compliments to 100 (use this and knowledge of place value to derive compliments to 1000) • add and subtract up to 4-digit numbers using formal column method • Use the commutative property of addition and the related property for subtraction to estimate and check answers (links to RTP 3AS-3)	• Ready to Progress criteria 4MD-1: Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • Ready to Progress criteria: 4MD-2: Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. • recognise and use factor pairs and commutativity in mental calculations		• Convert between different units of measure for length e.g. km to m • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (links to Ready to Progress criteria 4G-2) • find the area of rectilinear shapes by counting squares and making links to the array representation of multiplication • apply place value knowledge to compare lengths • apply four operations to calculate lengths	

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Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value	Multiplication and Division (formal methods & distributive property)		Fractions (as numbers)		*Assessment*	Fractions: adding and subtracting
• Ready to Progress criteria 4NPV-3: Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each • round any number to the nearest 10, 100 or 1000 • order and compare numbers beyond 1000 • count in multiples of 6, 7, 9, 25 and 1000	• multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit • Link to Ready Progress criteria 4MD-3: Understand and apply the distributive property of multiplication. • practise to become fluent in the formal written method of short multiplication and short division with exact answers		• Ready to Progress criteria 4F-1: Reason about the location of mixed numbers in the linear number system. • Ready to Progress criteria 4F-2: Convert mixed numbers to improper fractions and vice versa.			• add and subtract fractions with the same denominator • Links to Ready to Progress criteria 4F-3: Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.

Spring 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Place Value	Time (then revisit regularly in key skills session)	Properties of Shape (then revisit regularly in key skills session)		Fractions: representations of equivalent fractions	Addition and Subtraction & Multiplication and Division	
• Ready to Progress criteria 4NPV-4: Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. • count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers	• read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• Link to Ready to Progress criteria 4G-3: Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry • 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 lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry.		• recognise and show, using diagrams, families of common equivalent fractions • 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	• Revisit formal and mental methods from autumn term, including through application in the context of measures	

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Spring 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Place Value With Decimals and Money		Position and Direction	Multiplication and Division (scaling and integer problems)	*Assessment*	Data and Statistics
- extend knowledge of the number system to include decimal numbers - represent decimals to 1 or 2 decimal places using resources and on a number line - count up and down in tenths and hundredths - recognise and write decimal equivalents of any number of tenths or hundredths - recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - 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, e.g. in context of money - solve simple problems involving money to two decimal places		- Ready to Progress criteria 4G-1: Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. - 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 - draw a pair of axes in one quadrant, with equal scales and integer labels - read, write and use pairs of coordinates, for example (2, 5), including using coordinate plotting ICT tools	- solve integer scaling problems and harder correspondence problems such as n objects are connected to m objects - practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6)		- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. - understand and use a greater range of scales in their representation - begin to relate the graphical representation of data to recording change over time

Summer 1				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Place Value and Decimals	Time	Multiplication and Division: Mental Methods Revisit	Fractions (as numbers) Revisit	
• represent decimals to 1 or 2 decimal places using resources and on a number line • count up and down in tenths and hundredths • recognise and write decimal equivalents of any number of tenths or hundredths • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • 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, e.g. in context of money • solve simple problems involving money to two decimal places	• read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• Ready to Progress criteria 4MD-1: Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: by 0 and 1; • Ready to Progress criteria: 4MD-2: Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication • recognise and use factor pairs and commutativity in mental calculations	• Ready to Progress criteria 4F-1: Reason about the location of mixed numbers in the linear number system. • Ready to Progress criteria 4F-2: Convert mixed numbers to improper fractions and vice versa • add and subtract fractions with the same denominator • Links to Ready to Progress criteria 4F-3: Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	

Summer 2					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 – 7**
Place Value with Decimals and Money	Measures: Mass and Capacity	Formal Methods Revisit with Measures integrated into Number application		*Assessment*	Ready to Progress:
- represent decimals to 1 or 2 decimal places using resources and on a number line - count up and down in tenths and hundredths - recognise and write decimal equivalents of any number of tenths or hundredths - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - 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, e.g. in context of money - solve simple problems involving money to two decimal places	- Convert between different units of measure - estimate, compare and calculate different measures - Apply place value and decimal notation to convert measures and to record units as decimals - Apply multiplication to calculating conversions (links to Ready to Progress criteria 4MD-1) - Apply fractions to solve measure problems involving fractions of mass or volume	- solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why			Teacher Assessment, Planning in response to cohort against Y4 RTP criteria