

AUTUMN TERM MATHEMATICS OVERVIEW – YEAR 4

Daily Mathematics Lesson – 1 hour (one/two lessons each week to be a discrete arithmetic lesson)

1 x 30 minute discrete times tables lesson – Y4 target - 99 challenge (TTRS/use of tackling times table cards for early morning work)

BLOCKS	NATIONAL CURRICULUM OBJECTIVES KEY OBJECTIVES	SMALL STEPS	READY TO PROGRESS CRITERIA	Linked Step
Place Value 4 weeks	❖ count in multiples of 6, 7, 9, 25 and 1000 ❖ count backwards through zero to include negative numbers ❖ identify, represent and estimate numbers using different representations ❖ 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 ❖ find 1000 more or less than a given number ❖ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ❖ order and compare numbers beyond 1000 ❖ round any number to the nearest 10, 100 or 1000 ❖ solve number and practical problems that involve all of the above and with increasingly large positive numbers	• Represent numbers to 1000 • Partition numbers to 1000 • Number line to 1000 • Thousands • Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers 10,000 • Find 1, 10, 100 or 1000 more or less • Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 100 • Round to the nearest 1000 • Round to the nearest 10, 100 or 1000	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 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 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. 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.	• Thousands • Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers 10,000 • Find 1, 10, 100 or 1000 more or less • Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 100 • Round to the nearest 1000 • Number line to 10,000 • Estimate on a number line to 10,000
				End of block assessment

Addition and Subtraction 3 weeks	❖ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ❖ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• Add/subtract 1s, 10s, 100s & 1,000s • Add up to two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Checking strategies			End of block assessment
Area 1 week	❖ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ❖ find the area of rectilinear shapes by counting squares	• What is area? • Count squares • Make shapes • Compare areas			End of block
Multiplication and Division A 3 weeks	❖ 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 ❖ recognise and use factor pairs and commutativity in mental calculations	• Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • The 3, 6 and 9 times-tables • Multiply and divide by 7 • 7 times-table and division facts • 11 times-table and division facts • 12 times-table and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply three numbers	4NF-1 Recall multiplication and division facts up to 12×12 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.	All 13 steps in this block relate to this criterion All 13 steps in this block relate to this criterion	

Consolidation 1 week					
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