Year 4 - Maths Termly Overview

	AUTUMN		SPRING		SUMMER	
	Wk		Wk		Wk	
Year 4	1-4	Place Value to 10,000	1-9	Multiplication and Division	1-6	Fractions
	5-10	Addition and subtraction to 10,000 (links to money)	10-11	Factors and Multiples	7-11	Decimals
	11	Recap 0x, 1x, 10, 2x, 5x, 4x, 8x, 3x, 6x				
	12	9x, 7x, 11x, 12x Times tables				
	1 day each week	Geometry – Shape	1 day each week	Geometry – Position and Direction	1 day each week	Geometry – Shape, Symmetry
		Measure - Time		Measure – Area and Perimeter/Length		Statistics

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Autumn Term Weeks 1-3	**Place Value to 10,000**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - Compare and order numbers up to 1,000. - Read and write numbers up to 1,000 in numerals and words. - Identify, represent and estimate numbers using different representations (e.g., number lines, base-10 equipment). - Solve number problems and practical problems involving these ideas.	- Identify, represent and estimate numbers using different representations - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - Count in multiples of 6, 7, 9, 25 and 1,000 - Find 1,000 more or less than a given number - Order and compare numbers beyond 1,000 - 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 - Round any number to the nearest 10, 100 or 1,000 - Count backwards through zero to include negative numbers - Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	Digit Even Odd Place value Place holder Compare Estimate Integer Representation
	Ready to Progress	3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three digit multiples of 10. 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 3NPV–3 Reason about the location of any three digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	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 4-digit number in the linear number system, including identifying the previous & next multiple of 1,000 and 100, and rounding to the nearest of each 4NF-3 - Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)	

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<table>
<tr><td rowspan="3">Autumn Term
Weeks – 4-7</td><td colspan="4">Addition and Subtraction to 10,000 (Links to Money)</td></tr>
<tr><td></td><td>Previous Year Group</td><td>Current Year Group</td><td>Key Vocabulary</td></tr>
<tr><td>National Curriculum</td><td>- Add and subtract numbers mentally, including: A three-digit number and ones. A three-digit number and tens. A three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</td><td>- Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operation and methods to use and why
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- Estimate, compare and calculate different measures, including money in pounds and pence</td><td rowspan="2">Addition
Addend
Double
Equal
Operation
Plus
Repeated addition
Sum
Total
Columnar addition
Complement
Formal written methods
Order of operation
Difference
Equal
Change
£
Subtraction
Subtrahend
Take away
Column subtraction
exchange</td></tr>
<tr><td>Ready to Progress</td><td>3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
3AS–1 Calculate complements to 100.
3AS–2 Add and subtract up to three-digit numbers using columnar methods
3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</td><td>4NF-3 - Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)</td></tr>
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Autumn Term Weeks 8-11	**Recap 0x, 1x, 10x, 2x, 5x, 4x, 8x, 3x, 6x**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Recognise and use the inverse relationship between multiplication and division to check calculations and solve problems.	- Recall multiplication and division facts for multiplication tables up to 12 × 12 - Recognise and use factor pairs and commutativity in mental calculations - Count in multiples of 6, 7, 9, 25 and 1,000 - 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	Array Commutative Double Equal Inverse operations Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product Repeated addition
	Ready to Progress	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	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. 4NF-1- Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number. 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. 4MD-2 - Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	

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Autumn Term Weeks 12	**9x, 7x, 11x, 12x tables**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Recognise and use the inverse relationship between multiplication and division to check calculations and solve problems.	- Recall multiplication and division facts for multiplication tables up to 12 × 12 - Recognise and use factor pairs and commutativity in mental calculations - Count in multiples of 6, 7, 9, 25 and 1,000 - 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	Array Commutative Double Equal Inverse operations Multiple Multiplicand Multiplication Multiplication table Operation Multiply Product Repeated addition
	Ready to Progress	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	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. 4NF-1- Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number. 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. 4MD-2 - Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	

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Autumn Term Topic 1	**Geometry - Shape**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. - Recognise angles as a property of shape or a description of a turn. - Identify right angles, recognise that two right angles make a half-turn, three make a three-quarter turn, and four a complete turn; identify whether angles are greater or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	- Identify acute and obtuse angles and compare and order angles up to two right angles by size - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - 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	Turn Quarter Half Angle Acute Obtuse Right angle Symmetry Symmetrical Quadrilateral Kite Parallelogram Rhombus Geometric Triangle
	Ready to Progress	3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	4G-2 -Identify regular polygons, including equilateral triangles and squares, as those in which the side lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. 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.	

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Autumn Term Topic 2	**Measurement - Time**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, and hours. - Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight. - Know the number of seconds in a minute and the number of days in each month, year, and leap year. - Compare durations of events, for example, to calculate the time taken by particular events or tasks.	- Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days Read, write and convert time between analogue and digital 12- and 24-hour clocks	Hours Minute Seconds Days Years Weeks Months Anticlockwise Clockwise O'clock Half past Quarter to Quarter past To Past
	Ready to Progress			

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Spring Term Weeks 1-2	**Multiplication and Division**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	- Recall multiplication and division facts for multiplication tables up to 12 × 12 - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Multiplicative reasoning Multiple Multiplicand Multiplication Operation Multiply Product
	Ready to Progress	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	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. 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. 4MD–3 Understand and apply the distributive property of multiplication.	

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Spring Term Weeks 3-11	**Factors and Multiples**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	- 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 - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Common factor Multiple Highest common factor (HCF)
	Ready to Progress	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	

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Spring Term Topic 1	**Geometry – Position and Direction**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	- 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	Translate Coordinate Plot Axis
	Ready to Progress	3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	

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Spring Term Topic 2	**Measure – Area/Perimeter and Length**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Measure the perimeter of simple 2-D shapes	- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Find the area of rectilinear shapes by counting squares - Convert between different units of measure [for example, kilometre to metre; hour to minute]	Area Squared Unit Mm Cm M Km
	Ready to Progress		4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	

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Summer Term Weeks 1-6	**Fractions**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - Recognise and show, using diagrams, equivalent fractions with small denominators - Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] - Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above	- Recognise and show, using diagrams, families of common equivalent fractions - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - 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 - Add and subtract fractions with the same denominator - 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 - Solve simple measure and money problems involving fractions and decimals to two decimal places	Denominator Proper fraction Mixed fraction Mixed number Numerator
	Ready to Progress	3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F–3 Reason about the location of any fraction within 1 in the linear number system. 3F–4 Add and subtract fractions with the same denominator, within 1.	4F–1 Reason about the location of mixed numbers in the linear number system. 4F–1 Reason about the location of mixed numbers in the linear number system. 4F–1 Reason about the location of mixed numbers in the linear number system.	

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	Decimals			
		Previous Year Group	Current Year Group	Key Vocabulary
Summer Term Weeks 7-11	National Curriculum		- Round decimals with one decimal place to the nearest whole number - Recognise and write decimal equivalents of any number of tenths or hundredths - Compare numbers with the same number of decimal places up to two decimal places - Recognise and write decimal equivalents to 1/4, 1/2, ¾ - 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 - Solve simple measure and money problems involving fractions and decimals to two decimal places	Decimal Decimal point Tenths Hundredths
	Ready to Progress			

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Summer Term Topic 1	**Geometry – Shape, Symmetry**			
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
	National Curriculum	- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - Recognise angles as a property of shape or a description of a turn - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - Identify horizontal 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 lines of symmetry in 2-D shapes presented in different orientations - Complete a simple symmetric figure with respect to a specific line of symmetry	Symmetry Reflect Symmetrical Polygon Irregular Regular
	Ready to Progress	3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. 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.	

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		Statistics		
		Previous Year Group	**Current Year Group**	**Key Vocabulary**
Summer Term Topic 2	**National Curriculum**	- Interpret and present data using bar charts, pictograms and tables - 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 - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Average Bar line chart Column Graph Interpret Interval Frequency Pictogram Set Table Tally
	Ready to Progress			