



Maths Coverage

Year 4

AUTUMN Term



	Term 1							Term 2								
	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	
NC Focus	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and perimeter	Number: Multiplication and Division						Consolidation	
NC Objectives	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. 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. Identify, represent and estimate numbers using different representations. 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. Count backwards through zero to include negative numbers. 				<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>			<ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure (for example, kilometre to metre). 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Count in multiples of 6, 7, 9, 25 and 1000. 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. 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. 							
White Rose Small Steps	<ul style="list-style-type: none"> Roman Numerals to 100. Round to the nearest 10. Round to the nearest 100. Count in 1000s. 1000s, 100s, 10s and 1s. Partitioning. Number line to 10,000. 1000 more or less. Compare numbers. Order numbers. Round to the nearest 1000. Count in 25s. Negative numbers. 				<ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s and 1000s. Add 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. <p>Checking strategies.</p>			<ul style="list-style-type: none"> Kilometres. Perimeter on a grid. Perimeter of a rectangle. Perimeter of rectilinear shapes. 	<ul style="list-style-type: none"> Multiply by 10. Multiply by 100. Divide by 10. Divide by 100. Multiply by 1 and 0. Divide by 1. Multiply and divide by 6. 6 times-table and division facts. Multiply and divide by 9. 9 times-table and division facts. Multiply and divide by 7. 7 times-table and division facts. 							
21 Steps	<p>Number: Place Value</p> <p>Step 13</p> <ul style="list-style-type: none"> I am beginning to find 1000 more or less than a given number. I can find 1000 more or less than a given number. I can recognise the place value of each digit in a three digit number. I am beginning to recognise the place value of each digit in a four digit number. I can round any number to the nearest 1000. 				<p>Calculating: Addition and Subtraction</p> <p>Step 13</p> <ul style="list-style-type: none"> I am beginning to add numbers with 4 digits using formal written methods of columnar addition and subtraction and mentally where more appropriate. I am beginning to estimate and use inverse operations to check answers to a calculation involving 4 digit numbers. <p>Step 14</p> <ul style="list-style-type: none"> I can add and subtract numbers with up to 4 digits 			<p>Measurement</p> <p>Step 13</p> <ul style="list-style-type: none"> I am beginning to measure and calculate the perimeter of squares and rectangles in cm and m. I can measure and calculate the perimeter of 	<p>Calculating: Multiplication and Division</p> <p>Step 13</p> <ul style="list-style-type: none"> I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency. I can recall the 6 and 9 times tables up to x5. I can multiply mentally by 0 and 1 and divide any number by 1. <p>Step 14</p> <ul style="list-style-type: none"> I can recall multiplication and division facts for the 6, 7 and 9 times tables up to x12. I can see the relationship between the 3, 6 and 9 times tables and use 							

	<ul style="list-style-type: none"> I can read Roman Numerals to 50 (I to L) <p>Step 14</p> <ul style="list-style-type: none"> Using a variety of representations, including measures, I am fluent in comparing and ordering numbers beyond 1000. I can recognise the place value of each digit in a four digit number. I can round any number to the nearest 10 and 100. I can read many Roman Numerals to 100 (I to C). <p>Step 15</p> <ul style="list-style-type: none"> I can round any number to the nearest 1000 and 100 and 10. I can 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>Number: Counting</p> <p>Step 13</p> <ul style="list-style-type: none"> I can count in multiples of 1000. I can count in multiples of 25. <p>Step 15</p> <ul style="list-style-type: none"> I can count fluently in multiples of 6, 7, 9, 25 and 1000. I can count backwards through zero to include negative numbers. 	<p>using formal written methods of columnar addition and subtraction where appropriate without regrouping.</p> <ul style="list-style-type: none"> I can use inverse operations to check answers to a calculation. <p>Step 15</p> <ul style="list-style-type: none"> I can estimate the answer to a calculation and say whether my answer is likely. I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate with regrouping required once. 	<p>squares and rectangles in cm and m.</p> <ul style="list-style-type: none"> I can convert between units of length, capacity and mass (g, kg), using multiplication to convert from larger to smaller unit given the ratio to convert with. 1Km = 1000m 1KG = 1000g 1L = 1000ml 1m = 1000mm <p>Step 14</p> <ul style="list-style-type: none"> I can express perimeter algebraically as $2(a+b)$ where a and b are the dimensions in the same unit. I can convert between units of length, capacity and mass (g, kg), using multiplication to convert from larger to smaller unit given the ratio to convert with. 1m = 100cm £1 = 100p 1cm = 10mm <p>Step 15</p> <ul style="list-style-type: none"> I can measure and calculate the perimeter of a range of rectilinear polygons in cm and m. 	<p>this to help me remember the facts.</p> <p>Step 15</p> <ul style="list-style-type: none"> I can recall multiplication and division facts for multiplication tables up to 12 x 12. I can use my multiplication tables knowledge to calculate mentally with multiples of ten. <p>Number: Counting</p> <p>Step 13</p> <ul style="list-style-type: none"> I am beginning to count in multiples of 6. <p>Step 14</p> <ul style="list-style-type: none"> I can count in multiples of 6 and 7, sometimes counting on to find the next number fluently. <p>Step 15</p> <ul style="list-style-type: none"> I can count fluently in multiples of 6, 7, 9, 25 and 1000. 	
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Maths Coverage

Year 4

SPRING Term

	Term 3							Term 4							
	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	
NC Focus	Number: Multiplication and Division			Measurement: Area	Fractions				Fractions		Decimals			Consolidation	
NC Objectives	<ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 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. Multiply two and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including those 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. 			<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares. 	<ul style="list-style-type: none"> 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. 				<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 or 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. Convert between different units of measure (for example, kilometre to metre). 				
White Rose Small Steps	<ul style="list-style-type: none"> 11 and 12 times tables. Multiply 3 numbers. Factor pairs. Efficient multiplication. Written methods. Multiply 2-digits by 1-digit. Multiply 3-digits by 1-digit. Divide 2-digits by 1-digit (1). Divide 2-digits by 1-digit (2). Correspondence problems. 			<ul style="list-style-type: none"> What is area? Counting squares. Making shapes. Comparing area. 	<ul style="list-style-type: none"> What is a fraction? Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1. Count in fractions. Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. Problem solving – calculate quantities. 				<ul style="list-style-type: none"> What is a fraction? Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1. Count in fractions. Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts. Calculate fractions of a quantity. Problem solving – calculate quantities. 		<ul style="list-style-type: none"> Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line. Divide 1 digit by 10. Divide 2 digits by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2 digits by 100. 				
21 Steps	<u>Calculating: Multiplication and Division</u> Step 13			<u>Measurement</u> Step 15	<u>Number: Fractions and Decimals</u>				<u>Number: Fractions and Decimals</u>		<u>Number: Fractions and Decimals</u> Step13				

	<ul style="list-style-type: none"> I can recognise and use factor pairs for numbers to 20 and commutativity in mental calculations. I am beginning to multiply two digit and three digit numbers by a one digit number using formal written layout supported by diagrams (e.g. a grid representation). <p>Step 14</p> <ul style="list-style-type: none"> I can multiply together three numbers. I can recognise and use factor pairs for numbers to 30 and commutativity in mental calculations. I can use formal written method of short multiplication (2 digit by 1 digit) and short division (2 digit by 1 digit) with exact answers. <p>Step 15</p> <ul style="list-style-type: none"> I can recall multiplication and division facts for multiplication tables up to 12 x 12. I can recognise and use factor pairs for numbers to 50 and commutativity in mental calculations. I can use formal written method of short multiplication (3 digit by 1 digit) and short division (3 digit by 1 digit) with exact answers. 	<ul style="list-style-type: none"> I can find the area of a shape by counting squares. 	<p>Step 13</p> <ul style="list-style-type: none"> I am beginning to extend the use of number line to connect fractions, numbers and measures. I am beginning to use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations. <p>Step 14</p> <ul style="list-style-type: none"> I can extend the use of number line to connect fractions, numbers and measures. I can add and subtract fractions (with the same denominator) to solve problems beyond one whole. I am beginning to make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. I can use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations. <p>Step 15</p> <ul style="list-style-type: none"> I can use factors and multiples to recognise equivalent fractions and simplify where appropriate (e.g. $\frac{6}{9} = \frac{2}{3}$). I can make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. I can fluently add or subtract fractions with the same denominator. 		<p>Step 13</p> <ul style="list-style-type: none"> I am beginning to extend the use of number line to connect fractions, numbers and measures. I am beginning to use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations. <p>Step 14</p> <ul style="list-style-type: none"> I can extend the use of number line to connect fractions, numbers and measures. I can add and subtract fractions (with the same denominator) to solve problems beyond one whole. I am beginning to make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. I can use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations. <p>Step 15</p> <ul style="list-style-type: none"> I can use factors and multiples to recognise equivalent fractions and simplify where appropriate (e.g. $\frac{6}{9} = \frac{2}{3}$). I can make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. I can fluently add or subtract fractions with the same denominator. 	<ul style="list-style-type: none"> I can find the effect of dividing a one or two digit number by 10, identifying the value of the digits in the answer as ones and tenths. I can count forwards and backwards in tenths expressed as decimals. <p>Step 14</p> <ul style="list-style-type: none"> I can recognise that hundredths arise when dividing an object/whole number by one hundred. I can 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. <p>Step 15</p> <ul style="list-style-type: none"> I can recognise that hundredths arise when dividing tenths by 10. I can recognise and write the decimal equivalents to any number of tenths or hundredths, as well as $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ 		
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Maths Coverage

Year 4

SUMMER Term

	Term 5							Term 6						
	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
NC Focus	Decimals		Measurement: Money		Time			Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation
NC Objectives	<ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths or hundredths. 		<ul style="list-style-type: none"> Estimate, compare and calculate different measures including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. 		<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/right and up/down. 	
White Rose Small Steps	<ul style="list-style-type: none"> Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters 		<ul style="list-style-type: none"> Pounds and pence Ordering amounts of money Using rounding to estimate money Four operations 		<ul style="list-style-type: none"> Hours, minutes and seconds. Years, months, weeks and days. Analogue to digital – 12 hour. Analogue to digital – 24 hour. 			<ul style="list-style-type: none"> Interpret charts Comparison, sum and difference. Introducing line graphs Line graphs. 		<ul style="list-style-type: none"> Identify angles Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure. 			<ul style="list-style-type: none"> Describe position Draw on a grid Move on a grid Describe a movement on a grid 	
21 Steps	<p>Number: Fractions and Decimals</p> <p>Step 13</p> <ul style="list-style-type: none"> I am beginning to recognise and write decimal equivalents, e.g. to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ using a number line to zoom in. I can count forwards and backwards in tenths 		<p>Measurement: Money</p> <p>Step 13</p> <ul style="list-style-type: none"> I can calculate money in £ and p. <p>Step 14</p> <ul style="list-style-type: none"> I am beginning to estimate and compare money in £ and p. 		<p>Measurement: Time</p> <p>Step 13</p> <ul style="list-style-type: none"> I can read and write the time on analogue 12 and 24 hour clocks. I can read and write the time on digital 12 hours clocks. I am beginning to convert hours to minutes. 			<p>Statistics</p> <p>Step 13</p> <ul style="list-style-type: none"> I can interpret discrete data using appropriate graphical methods, including bar charts. I can solve comparison, sum and difference problems using information presented in bar charts and 		<p>Geometry: Properties of Shape</p> <p>Step 13</p> <ul style="list-style-type: none"> I can compare and classify geometric shapes based on their properties and sizes. I can identify acute and obtuse angles in 2D shapes I can identify lines of symmetry in 2D shapes. I can draw symmetric patterns using a variety of media. 			<p>Geometry: Position and Direction</p> <p>Step 13</p> <ul style="list-style-type: none"> I am beginning to plot coordinates in the first quadrant on a 2D grid. 	

	<p>expressed as decimals.</p> <ul style="list-style-type: none"> I can compare numbers with the same number of decimal places up to one decimal place. <p>Step 14</p> <ul style="list-style-type: none"> I can recognise and write decimal equivalents, e.g. to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ I can compare numbers with the same number of decimal places up to two decimal places. <p>Step 15</p> <ul style="list-style-type: none"> I can recognise and write the decimal equivalents to any number of tenths or hundredths, as well as $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ I can round decimals with one decimal place to the nearest whole number. 	<p>Step 15</p> <ul style="list-style-type: none"> I can use my understanding of decimal notation and place value to record metric measures, including money. I can estimate, compare and calculate money in pounds and pence. <p>Measurement</p> <p>Step 14</p> <ul style="list-style-type: none"> I can convert between units of length, capacity and mass(g, kg), using multiplication to convert from larger to smaller unit given the ratio to convert with 1m = 100cm £1 = 100p 1cm = 10mm 	<ul style="list-style-type: none"> I can solve simple conversion problems. <p>Step 14</p> <ul style="list-style-type: none"> I read and write the time on 12- and 24- hour digital clocks. I can convert time between analogue and digital 12-hour clocks. I can convert minutes to seconds; years to months and weeks to days and vice versa. I can solve one-step conversion problems in contexts, deciding which operations to use and why. <p>Step 15</p> <ul style="list-style-type: none"> I can read, write and convert time between analogue and digital 12- and 24- hour clocks. I can solve more complex one-step conversion problems in contexts, deciding which operations to use and why. 		<p>pictograms.</p> <ul style="list-style-type: none"> I recognise discrete data (countable). I recognise continuous data (measures). <p>Step 14</p> <ul style="list-style-type: none"> I can interpret discrete data using appropriate graphical methods, including bar charts. I can interpret continuous data using time graphs. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables. I can interpret a range of scales in a variety of representations of data. <p>Step 15</p> <ul style="list-style-type: none"> I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. I can use a range of scales in my representations. I am beginning to relate the graphical representation of data to recording change over time. I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs. 	<p>Step 14</p> <ul style="list-style-type: none"> I can compare and classify triangles (for example, right angled, equilateral, isosceles and scalene) using geometric properties. I can compare lengths and angles to decide if a polygon is regular and irregular. I can identify lines of symmetry in 2D shapes in different orientations. <p>Step 15</p> <ul style="list-style-type: none"> I can compare and classify quadrilaterals (for example, parallelogram, trapezium, rhombus) using geometric properties. I can compare and order angles up to two right angles by size by using a protractor to the nearest multiple of 10. I can recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape. I can complete a simple symmetric figure with respect to a specific line of symmetry. 	<ul style="list-style-type: none"> I understand the meaning of the x and y axis. <p>Step 14</p> <ul style="list-style-type: none"> I can draw a pair of axis in one quadrant with equal scales and integer labels. I can read, write and use pairs of coordinates (e.g., (2,5)) in the first quadrant. I am beginning to describe movements between positions as translations of a given unit to the left/ right and up/down. <p>Step 15</p> <ul style="list-style-type: none"> I can describe positions on a 2-D grid as coordinates in the first quadrant. I can describe movements between positions as translations of a given unit to the left/right and up/down. I can plot specified points and draw sides to complete a given polygon. I can use co-ordinate plotting ICT tools. 	
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