



## Year 4 Maths Overview 2022 - 2023

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		Week	Mental Maths	Curriculum
Half Term 1 (Autumn 1)	1	<p><i>Use pre-assessment of Y3 objectives to identify misconceptions / gaps in knowledge. Use the mental starter sessions to address gaps.</i></p> <p>Counting in multiples of 4, 8, 50 and 100 (Y3 Objective)</p>	<p><i>Pre-Assessment of Y3 Place Value to take place</i></p> <p><u>Year 3 Place Value</u></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Compare and order numbers up to 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1000 in numerals and in words</li> <li>Solve number problems and practical problems involving these ideas</li> </ul>	
	2	<p>Count in steps of 5, 50 and 100</p>	<p><u>Year 4 Place Value</u></p> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000</li> <li>Find 1000 more or less than a given number</li> <li>Count backwards through zero to include negative numbers</li> <li>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>Order and compare numbers beyond 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>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.</li> </ul>	
	3	<p>Count in steps of 4, 5, 50 and 1000</p>		
	4	<p>Count in steps of 4, 5, 25, 50 and 1000</p>	<p><i>End of unit check for Y4 Place Value to take place</i></p> <p><i>Pre-Assessment of Y3 Addition and Subtraction to take place</i></p>	



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5	Placing numbers on a number line	<p><u>Year 3 Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including:             <ul style="list-style-type: none"> <li>○ a three-digit number and ones</li> <li>○ a three-digit number and tens</li> <li>○ a three-digit number and hundreds</li> </ul> </li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><u>Year 4 Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• Estimate and use inverse operations to check answers to a calculation</li> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>
6	Placing numbers on a number line	
7	<p><b>Consolidation Week</b></p> <p>Rounding</p>	<p><u>Consolidation Week</u></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> </ul>



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		Mental Maths	Curriculum
		Half Term 2 (Autumn 2)	1
2	Finding the next 1, 10 and 100		<u>Year 4 Measurement (Area)</u> <ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares</li> </ul> <p><i>Pre-Assessment of Y3 Multiplication and Division to take place</i></p>
3	Y2 and Y3 Multiplication facts (2, 3, 4, 5, 8 and 10)		<u>Year 3 Multiplication and Division</u> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>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</li> <li>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.</li> </ul>



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	<b>4</b>	6 Times Tables	<p><u>Year 4 Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>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</li> <li>Recognise and use factor pairs and commutativity in mental calculations</li> </ul>
	<b>5</b>	6 and 9 Times Tables	
	<b>6</b>	<p><b>Assessment Week</b></p> <p>7 Times Tables</p>	
	<b>7</b>	<p><b>Consolidation Week</b></p> <p>Recap newly acquired times tables (6, 7 and 9)</p>	



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Half Term 3 (Spring 1)	Week	Mental Maths	Curriculum
	1	11 Times Tables	<u>Year 4 Multiplication and Division</u> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>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.</li> </ul> <p><i>End of unit check for Y4 Multiplication and Division to take place</i>  <i>Pre-Assessment of Y3 Measurement (Length and Perimeter) to take place</i></p>
	2	12 Times Tables	
	3	Division facts related to newly learned times tables	<u>Year 3 Measurement (Length and Perimeter)</u> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>Measure the perimeter of simple 2-D shapes</li> </ul>
	4	Converting units of length (mm, cm, m and km)	<u>Year 4 Measurement (Length and Perimeter)</u> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre]</li> <li>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>Estimate, compare and calculate different measures</li> </ul> <p><i>End of unit check for Y4 Measurement (Length and Perimeter) to take place</i>  <i>Pre-Assessment of Y3 Fractions to take place</i></p>



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<b>5</b>	Equivalent Fractions	<p><u>Year 3 Fractions</u></p> <ul style="list-style-type: none"> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>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</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li>Solve problems that involve all of the above</li> </ul> <p><u>Year 4 Fractions</u></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul>
<b>6</b>	Equivalent Fractions	
<b>7</b>	<p><b>Consolidation Week</b></p> <p>Consolidation of all learned times tables up to 12 x 12</p>	<p><u>Consolidation Week</u></p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Measurement (Length, Height and Perimeter)</li> <li>Fractions</li> </ul>



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Half Term 4 (Spring 2)	Week	Mental Maths	Maths Curriculum
	1	Counting in tenths and hundredths - counting forwards and backwards.	<u>Year 4 Fractions</u> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>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</li> <li>Add and subtract fractions with the same denominator</li> </ul>
	2	Making connections – division and fractions	
	3	Dividing by 10 and 100	<u>Year 4 Decimals</u> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></li> <li>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</li> </ul>
	4	<b>Assessment Week</b> Dividing by 10 and 100	
	5	<b>Consolidation Week</b> Consolidation of multiplication and division facts	<u>Consolidation Week</u> <ul style="list-style-type: none"> <li>Fractions</li> <li>Decimals</li> </ul>

*End of unit check for Y4 Fractions to take place*



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Half Term 5 (Summer 1)	Week	Mental Maths	Maths Curriculum
	1	Multiplying numbers by 10, 100 and 1000	<u>Year 4 Decimals</u> <ul style="list-style-type: none"> <li>Round decimals with one decimal place to the nearest whole number</li> <li>Compare numbers with the same number of decimal places up to two decimal places</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>
	2	Multiplying numbers by 10, 100 and 1000	<i>End of unit check for Y4 Decimals to take place</i> <i>Pre-Assessment of Y3 Money to take place</i>
	3	Basic addition and subtraction with money (pounds and pence)	<u>Year 3 Money</u> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>
	4	Basic addition and subtraction with money (pounds and pence)	<u>Year 4 Money</u> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence</li> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <i>End of unit check for Y4 Money to take place</i> <i>Pre-Assessment of Y3 Time to take place</i>





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	5	<p>Time (o'clock, half past, quarter to, quarter past)</p>	<p><u>Year 1 Time</u></p> <ul style="list-style-type: none"> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><u>Year 2 Time</u></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> </ul> <p><u>Year 3 Time</u></p> <ul style="list-style-type: none"> <li>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 and midnight</li> </ul>
	6	<p><b>Consolidation Week</b></p> <p>Times Tables Consolidation Equivalent Fractions Time (Y1, Y2 and Y3 objectives)</p>	<p><u>Consolidation Week</u></p> <ul style="list-style-type: none"> <li>Decimals</li> <li>Money</li> <li>Y1, Y2 and Y3 Time Objectives</li> </ul>



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Half Term 6 (Summer 2)	Week	Mental Maths	Maths Curriculum
	1	Time (to the nearest 5 minutes, 1 minute, 12 hour clock and 24 hour)	<p><u>Year 3 Time</u></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> <p><u>Year 4 Time</u></p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <p><i>End of unit check for Y4 Time to take place</i>  <i>Pre-Assessment of Y3 Shape to take place</i></p>
	2	<p><b>Assessment Week</b></p> <p>Position and direction – clockwise and anticlockwise</p>	<p><u>Year 3 Shape</u></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>Recognise angles as a property of shape or a description of a turn</li> <li>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</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>
	3	Position and direction – angles	<p><u>Year 4 Shape</u></p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><i>End of unit check for Y4 Shape to take place</i>  <i>Pre-Assessment of Y3 Statistics to take place</i></p>



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	4	2D and 3D Shapes	<p><u>Year 3 Statistics</u></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• 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.</li> </ul> <p><u>Year 4 Statistics</u></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><i>End of unit check for Y4 Statistics to take place</i></p>
	5	Times Tables Consolidation	<p><u>Year 4 Position and Direction</u></p> <ul style="list-style-type: none"> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Plot specified points and draw sides to complete a given polygon</li> </ul>
	6	<p><b>Consolidation Week</b></p> <p>Times Tables Consolidation</p>	<p><u>Consolidation Week</u></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Shape</li> <li>• Statistics</li> </ul> <p><i>End of unit check for Y4 Position and Direction to take place</i></p>