

Autumn 9x 7x	Spring 11x Square Numbers	Summer Revision Multiplication Times Table Check	Continually revisited objectives
Number: Place Value (Within 1,000,000) •Count forwards and back in steps of 10, 100 from any given number. •Read, write, order and compare numbers beyond 1000. •Recognise the place value of each digit in Th, H, T O •Use the vocabulary of comparing and ordering numbers including use of >, < symbols and = sign. •Identify, represent and estimate numbers using different representations including measures. •Read Roman numerals to 100 (I to C) •Round any number to the nearest 10, 100 or 1000.	Number: Multiplication and division •Multiply TO and HTO by an O using formal written layout of short multiplication. •Use the formal written method of short division TO and HTO ÷ O (no remainder) •Write statements about the equality of expressions e.g. using the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and the associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$. •Combine knowledge of number facts and rules of arithmetic to solve mental and written calculations e.g. $2 \times 6 \times 5 = 10 \times 6 = 60$. •Solve one and two step problems in contexts 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 e.g. the number of choices on a menu or three cakes shared equally between 10 children.	Number: Decimals •Round decimals with 1DP to the nearest whole number. •Compare and order numbers and quantities with the same number of decimal places up to 2DPs.	•Continue to count in and recognise known multiples, extend to multiples of 7, 9, 11, 12, 25 and 1000. •Recognise patterns in sequences of multiples and connections between them e.g. explore patterns on a 12 x 12 multiplication grid. •Use the vocabulary: factor, multiples, common factors and multiples (fractions link). •Recognise and extend number sequences - extending beyond zero when counting back. •Interpret negative numbers in context and count backwards through zero to include negative numbers. •Find 1000 more or less . •Recognise the place value of each digit in Th, H, T O •Use the vocabulary of comparing and ordering numbers including use of >, < symbols and = sign. •Round any number to the nearest 10, 100 or 1000. •Apply understanding of the number system to solve number and practical problems and puzzles involving increasingly large positive numbers, money or measures. Explain methods
	Measurement: Length and perimeter •Use read and write metric units. •Measure and calculate the perimeter	Measurement: Money •Estimate, compare, order and calculate different measures, including	•Use and explain the equals sign to

	<p>of a rectilinear figure, including squares, in centimetres and metres.</p> <ul style="list-style-type: none"> •Convert between units of measure - mm, cm, m, km 	<p>money in pounds and pence building on understanding of place value, decimal notation and knowledge of fractions.</p>	<p>indicate equivalence</p> <ul style="list-style-type: none"> •Solve calculation problems using information from a range of tables and charts. •Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. •Count forwards and back using simple fractions and decimals. •Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. •Recognise and write decimal equivalents of any number of tenths or hundredths. •Add and subtract fractions with the same denominator •Recognise and use the eight compass directions
<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> •Continue to practice mental methods e.g. Use place value and known facts to add or subtract one near multiple of 100 from another e.g. 602 - 498 or 535 + 399. •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. •Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. •Recognise and use factor pairs and commutativity in mental calculations. 	<p>Number: Fractions and Decimals</p> <ul style="list-style-type: none"> •Compare and order fractions. •Extend use of the number line to connect fractions, numbers and measures. •Find the effect of dividing a O or TO number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. •Recognise and show, using diagrams, families of common equivalent fractions. •Use factors and multiples to recognise equivalent fractions and simplify where appropriate e.g. $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$. •Extend use of the number line to connect fractions, numbers and measures. •Count forwards and back using simple fractions and decimals. •Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. •Recognise and write decimal equivalents of any number of tenths or hundredths. •Solve simple measure and money problems involving fractions and decimals to two decimal places. •Solve problems involving increasingly 	<p>Measurement: Time</p> <ul style="list-style-type: none"> •Continue to develop accuracy with telling the time and using the vocabulary of time. Compare durations of events including when expressed in different units e.g. 3.5 hours and 140 minutes. •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. 	
<p>Measurement: Area</p> <ul style="list-style-type: none"> •Find the area of rectilinear shapes by counting squares. •Relate area to arrays and multiplication. •Measuring and comparing area 		<p>Geometry: Shape</p> <ul style="list-style-type: none"> •Identify, make, draw and describe 2-D and 3-D shapes. •Use parallel and perpendicular •Compare and classify geometric shapes, including quadrilaterals e.g. parallelogram, rhombus, trapezium and triangles e.g. isosceles, equilateral, scalene, based on their properties and size •Identify acute and obtuse angles and 	

	<p>harder fractions to calculate quantities, and fractions to divide quantities, including non unit fractions where the answer is a whole number.</p> <ul style="list-style-type: none"> •Add and subtract fractions with the same denominator practising through increasingly complex problems beyond one whole. •Extend understanding of the number system and decimal place value to tenths and hundredths and relate this to decimal measure. •Understand decimals and fractions are different ways of expressing numbers and proportions. •Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. •Compare and order numbers and quantities with the same number of decimal places up to two decimal places and represent them in several ways, such as on number lines. 	<p>compare and order angles up to two right angles by size.</p> <ul style="list-style-type: none"> •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. 	
<p>Number: Multiplication and division</p> <ul style="list-style-type: none"> •Recall multiplication and division facts for multiplication tables up to 12×12. •Relate multiplication and division to arrays and explore partitioning arrays in different ways to show 		<p>Statistics</p> <ul style="list-style-type: none"> •Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. •Collect, represent and interpret statistical data. Pose and answer questions using different graphs, charts and tables. •Understand and use Venn and Carroll diagrams(shape) •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. 	
		<p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> •Read, write and use pairs of coordinates to describe positions on a 2-D grid as coordinates in the first quadrant. •Describe movements between 	

Collingwood Primary School

Year 4 Maths Long Term Curriculum Plan

<p>relationships between number facts. •Use place value, known and derived facts to multiply and divide mentally (e.g. $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$), including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p>		<p>positions as translations of a given unit to the left/right and up/down. •Plot specified points and draw sides to complete given polygon</p>	
---	--	---	--