					Term 1								Term 2				
		eek 1 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	We	eek Wee 3 4	k	Week 5	Week 6	Week 7 (4 days)
NC Focus			Number: F	Place Value		Number: Addition and Sub			and Subtra	ction	Measurement: Length and Number: Multiplication and Division perimeter			Division	Consolidation		
WR Objective Steps	<ul> <li>Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>Find 1000 more or less than a given number.</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>Count backwards through zero to include negative numbers.</li> </ul>				<ul> <li>the for and sulfine</li> <li>Estimation</li> <li>Solve a in control</li> </ul>	nd subtract normal writter btraction where and use so to a calculaddition and exts, decidinand why.	n methods on here appropro- inverse of lation.	f columnar riate. perations to two-step p	addition o check oroblems	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> <li>Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</li> <li>Count in multiples of 6, 7, 9, 25 and 1000.</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>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>						
Ready to Progress Criteria	<ul> <li>ANPV-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.</li> <li>ANPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four- digit numbers using standard and nonstandard partitioning.</li> <li>ANPV-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.</li> <li>ANPV-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.</li> <li>ANF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).</li> </ul>				• See Year 3						<ul> <li>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.</li> <li>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</li> <li>4NF-2 Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context.</li> <li>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.</li> <li>4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</li> <li>4MD-3 Understand and apply the distributive</li> </ul>						
Guidance/ Small Steps	<ul> <li>Roman Numerals to 100.</li> <li>Round to the nearest 10.</li> <li>Round to the nearest 100.</li> <li>Count in 1000s.</li> </ul>			<ul> <li>Add and subtract 1s, 10s, 100s and 1000s.</li> <li>Add two 4-digit numbers - no exchange.</li> <li>Add two 4-digit numbers - one exchange.</li> <li>Add two 4-digit numbers - more than one exchange.</li> <li>Subtract two 4-digit numbers - no exchange.</li> <li>Subtract two 4-digit numbers - one exchange.</li> <li>Subtract two 4-digit numbers - more than one exchange.</li> <li>Efficient subtraction.</li> <li>Estimate answers.</li> </ul>					<ul> <li>Kilometres.</li> <li>Perimeter on a grid.</li> <li>Perimeter of a</li> <li>rectangle. Perimeter of rectilinear shapes.</li> </ul>	erimeter on a grid.  erimeter of a bectangle. Perimeter  • Divide by 100.  • Multiply and divide by 6							

<ul> <li>Order numbers.</li> <li>Round to the nearest 1000.</li> <li>Count in 25s.</li> <li>Negative numbers.</li> </ul>	Checking strategies.		<ul> <li>9 times-table and division facts.</li> <li>Multiply and divide by 7.</li> <li>7 times-table and division facts.</li> </ul>
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Assessment Practice Fridays	White Rose Autumn Reasoning Assessment - Week 2 Teach and Revise Times Tables - activities into Maths Folder	Twinkl Arithmetic Year 4 Full Tests 1 - 3 NFER Tests Week 5 White Rose Autumn Arithmetic Assessment - Week 6 White Rose Autumn Reasoning Assessment - Week 7 - Compare with Term 1					
Year 2/3 Revisit (potential gaps in learning from previous years)		•	• .				
Consolidation Required (based on current End of Block Assessments)		•	•				

				Term 3			Term 4					
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
NC Focus	Number: M	ultiplication	and Division	Measurement: Area	Fi	actions	Fra	ctions		Decimals	•	Consolidation
NC Focus  WR Objective Steps  Ready to Progress Criteria	Recall an division for up to 12 states to mincluding dividing to three nures are written to be a commutated.  Multiply to be a one written to solve proand addired distribution numbers problems problems connected.  ANPV-4 Endivision for the division for the cognised tables as corresported.  ANF-1 Redivision for the cognised tables as corresported.  ANF-2 Solve proand addired distribution for the cognised tables as corresported.  ANF-1 Redivision for the cognised tables as corresported tables as corresported.  ANF-2 Solve proand addirection for the cognised tables as corresported tables.	d use multiplica acts for multiply and dividends and three digit number using including the law to multiply and harder contacts up to 12x1 and harder contacts up to 12x1 acts	ation and dication tables and derived vide mentally, y 0 and 1; and together or pairs and all calculations. digit numbers sing formal g multiplying lose using the iply two digit anteger scaling rrespondence ects are co 2, 4, 5 and drived in 2, 4, 5 and 10 tion and 12, and ultiplication and lopropriately the digit aninders, and propriately the de whole		Recognise ardiagrams, common fractions. Count up hundredths; hundredths an object by dividing tent Solve problem increasingly calculate quafractions to dincluding nor where the arnumber. Add and substitute same der  4F-1 Reason of mixed nurnumber systed 4F-2 Convertimproper fraversa. 4F-3 dimproper and	and show, using families of equivalent and down in recognise that trise when dividing one hundred and his by ten. In sinvolving narder fractions to antities, and divide quantities, and divide quantities, are unit fractions aswer is a whole tract fractions with nominator.  The mixed numbers to ctions and vice and and subtract divided fractions e denominator,	Recognise ar diagrams, fa equivalent fr and down in recognise the arise when d by one hundretenths by terinvolving inc fractions to quantities, a divide quant non-unit fracanswer is a wadd and subter the process of t	nd show, using milies of common ractions. Count up hundredths; at hundredths dividing an object red and dividing n. Solve problems creasingly harder	number of t Find the efforth number by 1 the digits in hundredths. problems in two decima Convert bet	nd write decimal edenths or hundredthect of dividing a on 0 or 100, identifying the answer as one solve simple meavolving fractions a	s. e or two digit ng the value of s, tenths and sure and money and decimals to  ts of measure (for	Consolidation
	numbers whole nu this as eq 10 or 100 • 4MD-2 Ma	by 10 and 100 mber quotients	(keeping to s); understand king a number c. iplication and									

Guidance/ Small Steps  Assessment Practice Fridays	apply the commutative property of multiplication.  4MD-3 Understand and apply the distributive property of multiplication.  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 (1).  Divide 2-digits by 1-digit (2).  Correspondence problems.  White Rose Spring Arithmetic Assessme White Rose Spring Reasoning Assessme Teach and Revise Times Tables - activition 8 x , 11 x , 12 x tables  TTRockstars Practise - Sound ch	nt - Week 2 ties into Maths F	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.  older	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.  Twinkl Arithmetic Year 4 Full Tenser Tests Week 5 White Rose Spring Arithmetic & Improved the solution of t	<ul> <li>Recognise tenths and hundredths.</li> <li>Tenths as decimals.</li> <li>Tenths on a place value grid.</li> <li>Tenths on a number line.</li> <li>Divide 1 digit by 10.</li> <li>Divide 2 digits by 10.</li> <li>Hundredths.</li> <li>Hundredths as decimals.</li> <li>Hundredths on a place value grid.</li> <li>Divide 1 or 2 digits by 100.</li> </ul>	Term 3
Year 2/3 Revisit (potential gaps in learning from previous years)	•	•	•			
Consolidation Required (based on current End of Block Assessments)	•	•	•	•	•	

				Term 5			Term 6						
	Week 1	Week	Week 3	Week	Week	Week	Week	Week	Week Week Week		Week	Week 7	
	(4 days)	2	4 days	4	5	6	1	2	3	4	5	6	(3 days)
NC Focus	Decimals		Measurement: Money		Time		Statistics		Geometry: Properties of Shape		of Shape	Geometry: Position and Direction	Consolidation
WR Objective Steps	<ul> <li>Compare numbers with the same number of decimal places up to two decimal places.</li> <li>Round decimals with one decimal place to the nearest whole number.</li> <li>Recognise and write decimal equivalents to 1/4 1/2</li> <li>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.</li> </ul>		and different including pounds a • Solve sim and mone involving	, compare calculate measures money in nd pence. ple measure ey problems fractions mals to two places.	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.		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> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</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>			<ul> <li>Plot specified points and draw sides to complete a given polygon.</li> <li>Describe movements between positions as translations of</li> </ul>	
Ready to Progress Criteria									quadrant • 4G-2 Ider squares, Find the 4G-3 Identify U	, and translate ntify regular po as those in whi perimeter of p ine symmetry i reflect shapes i	within the first olygons, including ich the side the olygons. In 2D shapes in In a line of symr	ng triangles and angles are equal.	
Guidance/ Small Steps	<ul> <li>Make a wh</li> <li>Write deci</li> <li>Compare d</li> <li>Order deci</li> <li>Round dec</li> <li>Halves and</li> </ul>	mals decimals imals imals		money	Hours, minutes Years, months, Analogue to dig Analogue to dig	weeks and days. ital - 12 hour.	difference	on, sum and e. og line graphs	<ul><li>Triangles</li><li>Quadrilat</li><li>Lines of</li></ul>	and order ang		<ul> <li>Describe position</li> <li>Draw on a grid</li> <li>Move on a grid</li> <li>Describe a movement on a grid</li> </ul>	

	ing Assessment - Week 2 ples - activities into Math times tables - Sound check mode	: as Folder	MTC Practise and Assessment - Week 1 & 2 Twinkl Arithmetic Practices NFER Tests Week 5 White Rose Summer Arithmetic Week 6 White Rose Summer Reasoning Week 7					
Year 2/3 Revisit (potential gaps in learning from previous years)		•						
Consolidation Required (based on current End of Block Assessments)	•	•	•	•				