



# Year 4 term 3 and 4

## Oral and Mental calculation

- Read and write numbers with one decimal place up to 10,000.
- *Count on and back in 1s, 10 s or 100 s from any number up to 10,000.*
- *Count forwards and backwards in equal steps*
- Count forwards and backwards through zero to include negative numbers
- Order temperatures including those below 0°C.
- Count in fraction steps, e.g.  $\frac{1}{5}, \frac{2}{5}, \frac{3}{5} \dots 0.1, 0.2, 0.3, 0.4 \dots$
- *Compare and order a set of random numbers up to 10,000 using > or <*
- *Round any number up to 10000 to the nearest 10, 100 or 1000.*
- *Recall addition and subtraction facts for 100*
- *Add and subtract pairs of two digit and/or three digit numbers mentally*
- *Find 0.1, 1, 10, 100 or 1000 more or less than a given number*
- Recall multiplication facts for 2, 3, 4, 5, 6, 8 and 9 x tables
- Count in multiples of 25, 50 and ,100
- Multiply three numbers together – from within known facts
- Recognise and use factor pairs in mental calculations.
- *Multiply and divide whole numbers by 10 or 100 (whole number that will give answers to one decimal place)*
- Double any multiple of 10 or 100.

Week	Main focus of teaching
1&2	<b>Number – Place value &amp; Counting</b> <ul style="list-style-type: none"><li>• <i>Step 14 - Using a variety of representations including measures, fluent in comparing and ordering numbers beyond 1000.</i></li><li>• <i>Step 14 - round any number to the nearest 10 and 100</i></li><li>• <i>Step 14 - read many Roman numerals to 100 (I to C).</i></li><li>• <i>Step 14 - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).</i></li><li>• <i>Identify the value of each digit to at least one decimal place.</i></li><li>• <i>Step 14 - count in multiples of 6 and 7 sometimes counting on to find the next number fluently</i></li><li>• <i>Step 13-15 - Solve number and practical problems that involve number and place value.</i></li></ul>
3	<b>Addition and subtraction</b> <ul style="list-style-type: none"><li>• <i>Step 14 - Estimate answers and use inverse operations to check answers to a calculation.</i></li></ul>



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	<ul style="list-style-type: none"><li>• <i>Think about the most appropriate strategy to solve a calculation mentally, using a jotting or a written method</i></li><li>• <b>Step 14</b> - Add numbers with up to 4 digits and decimals with one decimal place using a compact written method</li><li>• <b>Step 14</b> - Subtract numbers with up to 4 digits and decimals with one decimal place using an expanded or compact written method.</li><li>• <b>Step 13 – 15</b> - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li></ul>
4	<b>Fractions</b> <ul style="list-style-type: none"><li>• <b>Step 14</b> - extend the use of number line to connect fractions, numbers and measures.</li><li>• <b>Step 14</b> - begin to make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.</li><li>• <b>Step 14</b> - Use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations.</li><li>• Understand that a fraction is one whole number divided by another (for example, <math>\frac{3}{4}</math> can be interpreted as <math>3 \div 4</math>)</li><li>• Compare and order unit fractions and fractions with the same denominator (including on a number line). (Year 3 objective)</li><li>• Estimate answers</li><li>• Think about the most appropriate strategy to solve a calculation mentally, using a jotting or a written method</li><li>• <b>Step 14</b> - Add fractions with the same denominator using diagrams to support.</li><li>• <b>Step 14</b> - Subtract fractions with the same denominator using diagrams to support.</li><li>• Recognise and show, using diagrams, families of common equivalent fractions, especially in relation to halves and quarters.</li><li>• <b>Step 13-15</b> - Solve problems involving fractions to calculate quantities, including non-unit fractions where the answer is a whole number</li></ul>
5	<b>Decimals</b> <ul style="list-style-type: none"><li>• <b>Step 14</b> - recognise that hundredths arise when dividing an object/whole number by one hundred.</li><li>• <b>Step 14</b> - compare numbers with the same number of decimal places up to two decimal places.</li><li>• <b>Step 14</b> - recognise and write decimal equivalents, e.g. to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>. Recognise and write decimal equivalents of any number of tenths e.g. <math>1/10 = 0.1</math>.</li></ul>



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	<ul style="list-style-type: none"><li>• <b>Step 14</b> - 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><li>• <i>Count in tenths on counting stick</i></li><li>• <i>Partition numbers into ones and tenths (for example, <math>2.3 = 2 + 0.3</math> )</i></li><li>• <b>Steps 13-15</b> - Solve problems involving ordering numbers to one decimal place</li></ul>
6	<b>Measurement</b> <ul style="list-style-type: none"><li>• <b>Step 14</b> - 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. <math>1m = 100cm</math> <math>\pounds 1 = 100p</math> <math>1cm = 10mm</math></li><li>• <b>Step 14</b> - estimate and compare length, capacity and mass.</li><li>• <b>Step 14</b> - express perimeter algebraically as <math>2(a + b)</math> where a and b are the dimensions in the same unit.</li><li>• <i>Read and interpret the scale on a range of measuring equipment</i></li><li>• Estimate before measuring</li><li>• <i>Think about the most appropriate strategy to solve a calculation: mentally, using a jotting or a written method</i></li><li>• <i>Use inverse to check the answer to calculations</i></li><li>• <b>Steps 13-15</b> - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li><li>• <b>Steps 13-15</b> - Solve simple weight problems involving fractions and decimals to one decimal place.</li></ul>
7	<b>Measures –Money</b> <ul style="list-style-type: none"><li>• <b>Step 13</b> - beginning to estimate and compare money in £ and p.</li><li>• <i>Estimate answers</i></li><li>• <i>Think about the most appropriate strategy to solve a calculation: mentally, using a jotting or a written method</i></li><li>• Count up(shopkeepers addition )to find change from notes</li><li>• Multiply amounts of money to find the price of several of the same article using an expanded method (use pictures or manipulatives to support )</li><li>• <i>Use inverse to check the answer to calculations</i></li><li>• <b>Steps 13-15</b> - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li><li>• <b>Steps 13-15</b> - Solve simple money problems involving fractions and decimals to at least one decimal place.</li></ul>
8&9	<b>Multiplication &amp; Division</b>



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	<ul style="list-style-type: none"><li>• <b>Step 14</b> - recall multiplication and division facts for the 6, 7 and 9 times tables up to <math>\times 12</math></li><li>• <b>Step 14</b> - see the relationship between the 3, 6 and 9 times table and use this to help me to remember the facts.</li><li>• <b>Step 14</b> - multiply together three numbers.</li><li>• <b>Step 14</b> - recognise and use factor pairs for numbers to 30 and commutativity in mental calculations.</li><li>• <b>Step 14</b> - use the formal written method of short multiplication (2 digit by 1 digit) and short division (2-digit <math>\div</math> 1 digit) with exact answers.</li><li>• <i>Use partitioning to double or halve any number, including decimals to one decimal place by partitioning and re-combining.</i></li><li>• <i>Estimate answers</i></li><li>• <i>Use inverse to check the answer to calculations</i></li><li>• <b>Steps 13-15</b> - Solve problems involving multiplying (and maybe adding) including integer scaling problems to make an amount a number of times larger</li></ul>
10	<b>Geometry – properties of Shape</b> <ul style="list-style-type: none"><li>• <b>Step 14</b> - compare and classify triangles (for example, right angled, equilateral, isosceles and scalene) using geometric properties.</li><li>• <b>Step 14</b> - compare lengths and angles to decide if a polygon is regular and irregular.</li><li>• <b>Step 14</b> - identify lines of symmetry in 2D shapes in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry</li><li>• Plot specified points and draw sides to complete a given polygon.</li><li>• <b>Steps 13-15</b> - Solve problem involving shape</li></ul>
11	<b>Geometry - Position and direction</b> <ul style="list-style-type: none"><li>• <b>Step 14</b> - draw a pair of axis in one quadrant with equal scales and integer labels. Describe positions on a 2-D grid as coordinates in the first quadrant.</li><li>• <b>Step 14</b> - read, write and use pairs of coordinates (e.g., (2,5)) in the first quadrant.</li><li>• <b>Step 14</b> - beginning to describe movements between positions as translations of a given unit to the left/right and up/down.</li><li>• <b>Steps 13-15</b> - Solve problems involving position and /or direction</li></ul>
12	<b>Statistics</b> <ul style="list-style-type: none"><li>• <b>Step 14</b> - interpret discrete data using appropriate graphical methods, including bar charts</li></ul>



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	<ul style="list-style-type: none"><li>• Step 14 - interpret continuous data using time graphs</li><li>• Step 14 - solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables.</li><li>• Step 14 - I can interpret a range of scales in a variety of representations of data.</li></ul>
13	<b>Measurement – Time</b> <ul style="list-style-type: none"><li>• Step 14 - read and write the time on 12- and 24-hour digital clocks.</li><li>• Step 14 - convert time between analogue and digital 12-hour clocks.</li><li>• Step 14 - convert minutes to seconds; years to months and weeks to days and vice versa.</li><li>• Step 14 - solve one-step conversion problems in contexts, deciding which operations to use and why.</li></ul>