

Year 4 mid and short term - year overview

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	<p align="center">Number: Place Value</p> <p>...all children should be able to</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> identify multiples of 6, 7, 9, 25 and 1000; add multiples of 6, 7, 9, 25 and 1000; find 1000 more or less than a given four-digit number; order and compare numbers beyond 1000; order numbers on a number line; compare numbers beyond 1000 using >, < and = symbols in simple comparison statements; identify four and five-digit numbers in different representations; estimate and represent four-digit numbers using different representations; read and order the Roman numerals up to 100 from smallest to largest where all numerals have a different tens value; round three-digit numbers to the nearest ten; round numbers up to 5000 to the nearest 100; round four and five-digit numbers to the nearest 1000; round numbers to the nearest whole; count forwards and backwards through zero on horizontal and vertical number lines including negative numbers in ones, twos, fives and tens; solve number and reasoning problems involving all the above. 				<p align="center">Number: Addition and Subtraction</p> <p>...all children should be able to</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> add and subtract numbers with two and three digits; add and subtract whole numbers with simple decimals; use estimating to check answers to addition and subtraction calculations; use the inverse to check the answers to simple calculations; choose appropriate methods for mental calculation; practice mental calculation with increasingly larger numbers; count in steps of 1, 10 and 100; find multiples of 100 to make 1000; solve one-step problems involving whole numbers; solve two-step problems involving whole numbers; select the correct operation to solve problems; explain why certain methods were chosen. 				<p>Measurement: Length and perimeter</p> <p>...all children should be able to</p> <ul style="list-style-type: none"> estimate the length of lines in centimetres, up to one decimal place; convert between: millimetres, centimetres, metres and kilometres (below 20 units); compare two measurements of length using <, > or = (multiples of 250); solve length problems, calculating difference; convert between: millimetres, centimetres, metres and kilometres (below 30 units); order mixed units of length measurement with decimal notation; solve length problems, calculating the difference (kilometres with one decimal place) between two distances – answers up to 120km; measure the sides of rectangles and squares in centimetres and add the measurements together to calculate the perimeter; use a formula to calculate the perimeters of squares in centimetres and metres (multiples of 10); 	<p align="center">Number: Multiplication and Division</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12; use place value and multiplication tables facts when multiplying and dividing mentally, including multiplying by 0 and 1, dividing by 1, and multiplying together three numbers; identify factor pairs and use inverses when solving problems; use the expanded written method to multiply two and three-digit by one digit numbers; calculate using the short method for division where there are no remainders; use partitioning and rounding and adjusting to solve two-digit by one-digit multiplication problems; use known multiplication and division facts to scale up and down; begin to use branching diagrams to solve correspondence problems; begin to solve division problems involving fractions 			1 week to complete termly assessments
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Spring	<p align="center">Number: Multiplication and Division</p> <p>...some children will be able to:</p> <ul style="list-style-type: none"> quickly recall multiplication and division facts for multiplication tables up to 12×12; calculate multiples of numbers beyond 12×12; perform multiplication and division calculations mentally including multiplying by 0 and 1, dividing by 1, and multiplying together three numbers; use factor pairs and inverses accurately when solving multiplication and division problems; use the expanded method and the short method, to multiply two-digit and three-digit by one-digit numbers, with increasing accuracy; calculate accurately using the short written method for division for two-digit and three-digit by one-digit numbers, including those with remainders; use the distributive law, partitioning and re-combining, or rounding and adjusting confidently to 			<p align="center">Area</p> <p>...all children should be able to</p> <ul style="list-style-type: none"> calculate the area of rectangles and squares by using arrays and multiplication; calculate the area of an L shaped rectilinear shape (shapes made up of two rectangles). 	<p align="center">Fractions and Decimals</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> find groups of equivalent fractions using supporting materials; recognise hundredths and count in steps of one hundredth using a hundredths square; add and subtract fractions up to one whole; identify some pairs of fraction and decimal equivalents; complete place value grids to divide by 10 and 100; round decimals to the nearest whole number using number lines to support them; compare decimals with same number of decimal places using number lines to support; solve one-step problems involving fractions. <p>...some children will be able to:</p> <ul style="list-style-type: none"> find groups of equivalent fractions by multiplying and dividing; recognise hundredths and count in steps of multiple hundredths; add and subtract fractions up to and over one whole; identify a range of fraction and decimal equivalents including thousandths; divide any number by 10 and 100; round decimal numbers to the nearest whole number; compare decimals with one and two decimal places; solve problems involving fractions. <p>...most children will be able to:</p>						1 week to complete termly assessments		

	<p>solve two-digit by one-digit multiplication problems;</p> <ul style="list-style-type: none"> • use multiplication and division facts within and beyond multiplication tables knowledge to scale up and down; • use and devise their own branching diagrams and begin to use multiplication to calculate the number of options when solving correspondence problems; • solve division problems involving fractions with confidence. 				<ul style="list-style-type: none"> • find groups of equivalent fractions by multiplying; • recognise hundredths and count in steps of multiple hundredths using a hundredths square; • add and subtract fractions up to and over one whole using fraction bars; • identify fraction and decimal equivalents for halves, quarters and tenths; • use place value grids to divide by 10 and 100; • draw number lines to round decimals to the nearest whole number; • compare decimals with same number of decimal places; • solve a variety of problems involving fractions selecting support where needed. 									
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Summer	<p>Decimals</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • complete place value grids to divide by 10 and 100; • round decimals to the nearest whole number using number lines to support them; • compare decimals with same number of decimal places using number lines to support; • order a set of four mixed mass measurements which contain tenths or hundredths; • solve mass problems, calculating difference (answers over 1kg); • convert gram measurements into kilograms and grams and vice versa; • order three volume measurements written in mixed units; 		<p>Measurement: Money</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • record pence (less than a pound) using a £ sign and subtract single pence from whole pounds; • add together up to three money amounts which have 99p in them (e.g. £14.99) – totals up to £25. • convert money amounts written in pence to decimal notation, e.g. 547p = £5.47 and vice versa (less than £15); 		<p>Time</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • convert 12-hour times to 24-hour and 24-hour to 12-hour (o'clock and ½ past times); • solve time problems which involve conversion from hours and minutes to minutes and vice versa (times 15 minute intervals); • convert and compare: years and months; weeks and days; minutes and seconds. • convert 12-hour times to 24-hour and 24-hour to 12-hour (5 minute intervals); 		<p>Statistics</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • interpret data; • present data as a bar chart; • answer comparison, sum and difference questions about data presented in tables, pictograms and bar charts; • interpret and present data in a two-circle Venn diagram. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • interpret a wide range of discrete and continuous data; • present data as grouped or stacked bar charts; • interpret and present data in line graphs; • answer comparison, sum and difference questions about data presented in tables, pictograms, grouped or stacked bar charts, climate graphs and line graphs; • interpret and present data in a three-circle Venn diagram and a Carroll diagram. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • identify the difference between discrete and continuous data; • interpret discrete and continuous data; • present data as grouped bar charts; • begin to interpret data in time graphs and line graphs; • answer comparison, sum and difference questions about data presented in tables, pictograms, grouped bar charts and climate graphs; • interpret and present data in a two-circle Venn diagram and a Carroll diagram. 		<p>Geometry: Properties of Shape</p> <p>...all children should be able to:</p> <ul style="list-style-type: none"> • recognise and name a range of triangles and quadrilaterals; • identify and describe right angles; • identify if a 2D shape has one or more lines of symmetry. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • explain how some 2D shapes can belong to more than one classification; • talk about a range of angle facts and use them to describe shapes and derive facts about them; • complete a symmetrical image or pattern where there is a diagonal line of symmetry or the original image does not intersect the mirror line. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • compare and classify triangles and quadrilaterals based on their mathematical properties; • identify, compare and order angles up to 180° using the vocabulary acute and obtuse; • complete a symmetrical image or pattern with a horizontal or vertical line of symmetry. 			<p>Geometry: Position and Direction</p> <p>...most children will be able to:</p> <ul style="list-style-type: none"> • read and write a coordinate in the first quadrant; • translate an object or shape horizontally then vertically on a 2D grid. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • read, write and plot coordinates in the first quadrant; • translate an object or shape on a 2D grid by writing a more complex set of instructions; • plot specified points to complete a given polygon or picture. 		<p>1 week to complete termly assessments</p>