

**Year 4 – Yearly Overview**

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week**  **5** | | | **Week 6** | | **Week 7** | | **Week**  **8**  **HT** | **Week**  **9** | **Week**  **10** | | **Week 11** | **Week 12** | **Week 13** | **Week** | | **Week 15** | **Week**  **16** |
| **Autumn** | **Number - place value**  **(Length and perimeter – Thursday)** | | | | | | | **Number - Addition and subtraction**  **(Length and perimeter Thursday)** | | | | |  | **Addition and subtraction** | | | **Multiplication and division** | | | | | |  |
| **Spring** | **Multiplication and division**  **(Area - Thursdays)** | | | | **Fractions**  **(Area – Thursday)** | | | | | | |  | **Fractions/Decimals** | | | | | | | |  | | |
| **Summer** | **Fractions and decimals-**  **revisit** | | **Measurement-**  **Money** | | | | **Time** | | |  | | | **Geometry – properties of shape**  **Statistics -** | | | **Geometry – position and direction**  **Consolidation** | | | | | |  | |

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| **Autumn** | **Spring** | **Summer** |
| **Number – Place Value**  **Secure below**  count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)  compare and order numbers up to 1,000  identify, represent and estimate numbers using different representations  read and write numbers up to 1,000 in numerals and in words  solve number problems and practical problems involving these ideas  Find 1000 more or less than a given number.  Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)  Order and compare numbers beyond 1000  Identify, represent and estimate numbers using different representations.  Round any number to the nearest 10, 100 or 1000    Solve number and practical problems that involve all of the above and with increasingly large positive numbers.  Count backwards through zero to include negative numbers. | **Fractions**  Recognise and show, using diagrams, families of common equivalent fractions.  Recognise and show, using diagrams, equivalent fractions with small denominators.  Compare and order unit fractions, and fractions with the same denominators.  Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ]  Solve problems that involve all of the above.  Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  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.  Add and subtract fractions with the same denominator – recognise that sometimes this will lead to improper fractions.  Convert improper fractions to mixed number fractions and vice versa. | **Time**  Read, write and convert time between analogue and digital 12- and 24-hour clocks.  Estimate and read time with increasing accuracy to the nearest minute.  Record and compare time in terms of seconds, minutes and hours.  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. |
| **Addition & Subtraction**  Add and subtract numbers with up to 4 digits (Revisit 2 and 3 digits first) 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.  **Measurement – length and perimeter**  measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  measure the perimeter of simple 2-D shapes | **Decimals**  Recognise and write decimal equivalents of any number of tenths or hundredths.    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 and hundredths  Solve simple measure and money problems involving fractions and decimals to two decimal places.  Convert between different units of measure [for example, kilometre to metre]  Compare numbers with the same number of decimal places up to two decimal places.  Round decimals with one decimal place to the nearest whole number.  Recognise and write decimal equivalents to 1/4, 1/2 and 3/4  Estimate, compare and calculate different measures, including money in pounds and pence.  Solve simple measure and money problems involving fractions and decimals to two decimal places. | **Statistics**  Interpret and present data using bar charts, pictograms and tables.  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.  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. |
| **Multiplication & Division**  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.  recall multiplication and division facts for multiplication tables up to 12 × 12 – focus on 3,6,9, 7  Divide and multiply by 10 and 100. | **Multiplication and division**  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.  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.  Recognise and use factor pairs and commutativity in mental calculations.  Multiply two digit and three digit numbers by a one digit number using formal written layout.  **Area**  Find the area of rectilinear shapes by counting squares. | **Geometry – Properties of shape**  Identify acute and obtuse angles and compare and order angles up to two right angles by size.  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  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.    Plot specified points and draw sides to complete a given polygon. |

**Each of the following objectives will be covered multiple times throughout the year within other curriculum areas, through homework and through morning tasks.**

* Count in multiples of 6, 7, 9. 25 and 1000.
* Read Roman numerals to 100
* Recall and use multiplication and division facts for multiplication tables up to 12 × 12.
* Find the area of rectilinear shapes by counting squares.
* Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
* Describe positions on a 2-D grid as coordinates in the first quadrant.
* Describe movements between positions as translations of a given unit to the left/ right and up/ down.
* Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
* Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Each item listed below should be covered a **MINIMUM** of once per half term. This may be through homework or a morning task. When this has been covered, please highlight or tick off. This table will ensure that key concepts are covered a minimum of 6 times a year and will ensure that it becomes stuck in long-term memory.

Using your own professional judgement, you should fill other pieces of homework and morning tasks with the number work from the curriculum that you feel your children need to revisit.

Times tables MUST be done daily and at various points throughout EVERY DAY the children need to read the time and talk about time periods before other lessons etc. They also need to recognise key times within the school day (What time break time starts and ends and lunch time)

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| **Daily routines** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Telling the time  Times tables – Times tables should be taught **daily.**   * This could include use of counting stick. * Online games – e.g. topmarks. * Reciting/chanting * Paper based practice.   In addition   * Children **should** complete the daily times table test **everyday** | Count from 0 in multiples of 4, 8, 50 and 100  Count in multiples of 6, 7, 9. 25 and 1000.  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  Know the number of seconds in a minute and the number of days in each month, year and leap year.  Tell and write the time from an analogue clock and 24-hour clocks.  Use vocabulary  such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.  Read Roman numerals to 100  Describe positions on a 2-D grid as coordinates in the first quadrant.  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