

Year 4 Maths Intent

Autumn	Autumn													
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	
	Place Value		Addition and Subtraction				Multiplication and Division			Measure - Money	Revision Week	Assessment week	GAPS	
Spring	Spring													
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	
	Place Value	Fractions including Decimals					Addition and Subtraction		Multiplication and Division	Revision Week	Assessment Week	GAPS		
Summer	Summer													
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	
	Place Value	Measure - Time	Measure - Length, Perimeter and Area			Statistics	Position and Direction	Geometry - Properties of shape		Revision Week	Assessment Week	GAPS	Problem Solving Investigations	

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Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk1 1	Wk1 2	Wk1 3			
Place Value		Addition and Subtraction				Multiplication and Division			Measure - Money	Revision Week	Assessment Week	GAPS			
NC Objectives															
Count in multiples of 6, 7, 9, 25 and 1000		Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate				Recall multiplication and division facts for multiplication tables up to 12×12			Estimate, compare and calculate different measures, including money in pounds and pence						
Find 1000 more or less than a given number		Estimate and use inverse operations to check answers to a calculation				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			Pupils build on their understanding of place value and decimal notation to record metric measures, including money.						
Identify, represent and estimate numbers using different representations		Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency				Recognise and use factor pairs and commutativity in mental calculations									
Count backwards through zero to include negative numbers		Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (in spring 2 also)				Multiply two-digit and three-digit numbers by a one-digit number using formal written layout									
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)						Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.									
Order and compare numbers beyond 1000						Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$).									
Using a variety of representations, including measures, pupils become						Pupils practise to become fluent in the formal written method of short									

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fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.		multiplication and short division with exact answer				
They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.		Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$.				
Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.						
Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.						
SEND Priority						
Can find 1000 more or 1000 less than a given number	Can add two digit and extend to three digit numbers using the formal column method	Can recall and use multiplication and division facts for the 3, 4 & 8 times tables	Add and subtract amounts of money to give change, using both £ and p in practical context			
Can count backwards through zero in steps that are familiar from the previous year e.g.1, 2, 5, 10, 3	Can subtract two digit and extend to three-digit numbers using the formal column method	Can multiply two digit and three digit by one digit numbers using short multiplication				

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Can understand the place value of each digit in a three-digit and four-digit number		Can divide two-digit by one-digit numbers using informal methods such as known facts, arrays and number lines (repeated subtraction)				
Can compare and order numbers beyond 1000						
Can represent numbers up to and beyond 1000 using different representations, including measuring equipment						

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Spring												
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	
Place Value	Fractions including Decimals						Addition and Subtraction	Multiplication and Division				
NC Objectives												
Round any number to the nearest 10, 100 or 1000	Recognise and show, using diagrams, families of common equivalent fractions						Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (in autumn 1 also)	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				
	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.							Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.				
	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 and write decimal equivalents of any number of tenths or hundredths											
	Recognise and write decimal equivalents to 1/4, 1/2, 3/4											
	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											
	Round decimals with one decimal place to the nearest whole number											
									Revision Week	Assessment Week	GAPS	

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	Compare numbers with the same number of decimal places up to two decimal places				
	Solve simple measure and money problems involving fractions and decimals to two decimal places.				
	Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.				
	They practise counting using simple fractions and decimals, both forwards and backwards.				
	Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.				
	Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions				
	Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.				
	Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $6/9 = 2/3$ or $1/4 = 2/8$)				
	Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths				
	They extend the use of the number line to connect fractions, numbers and measures				
	Pupils should connect hundredths to tenths and place value and decimal measure.				
SEND Priority					
Round any number to the nearest 10 and 100	Can count in hundredths	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which in objects are connected to m objects.		

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	Can add fractions with the same denominator					
	Can subtract fractions with the same denominator					
	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10					
	Can place common fractions on a number line e.g. $\frac{1}{4}$ s, $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{10}$ s, $\frac{1}{5}$ s					

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Summer																		
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13						
Place Value	Measure - Time		Measure - Length, Perimeter and Area		Statistics	Position and Direction	Geometry - Properties of Shape		Revision	Assessment Week	GAPS	Problem Solving Investigations						
NC Objectives																		
Solve number and practical problems that involve all of the place value objectives with increasingly large positive numbers	Read, write and convert time between analogue and digital 12- and 24-hour clocks		Convert between different units of measure [for example, kilometre to metre; hour to minute]		Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Describe positions on a 2-d grid as coordinates in the first quadrant	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes					Revision	Assessment Week	GAPS				
	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days		Find the area of rectilinear shapes by counting squares		Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Plot specified points and draw sides to complete a given polygon	Complete a simple symmetric figure with respect to a specific line of symmetry.								Revision	Assessment Week	GAPS	
			Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		Pupils understand and use a greater range of scales in their representations.	Describe movements between positions as translations of a given unit to the left/right and up/down	Identify lines of symmetry in 2-D shapes presented in different orientations											Revision
			They use multiplication to convert from larger to smaller units.		Pupils begin to relate the graphical representation of	Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They	Identify acute and obtuse angles and compare and order angles		Revision	Assessment Week	GAPS							

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			data to recording change over time	read, write and use pairs of coordinates, for example (2, 5), including using coordinate plotting ICT tools.	up to two right angles by size				
		Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.			Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).				
		They relate area to arrays and multiplication.			Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular				
					Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape				

SEND Priority

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Can solve problems using place value and number facts	Can read, and write analogue and digital 12 hour time	Can find the area by counting square	Can interpret bars charts and simple time graphs	Can describe positions on a 2D grid as coordinates in the first quadrant	Can compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes				
		Can convert between metric units of length			Can identify lines of symmetry in 2D shapes				
		Can convert between metric units of capacity			Can identify acute and obtuse angles				
		Can convert between metric units of mass							