

NATIONAL CURRICULUM STATUTORY REQUIREMENTS - MATHEMATICS

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| Y4 | NUMBER – Number and place value | | | | | | | | | |
| | Count in multiples of 6, 7, 9, 25 and 1000 | Find 1000 more or less than a given number | Count backwards through zero to include negative numbers | 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 | 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. | |
| | NUMBER – Addition and subtraction | | | | | | | | | |
| | Add and subtract mentally including: | | | | | | | | | |
| | Add and subtract numbers with up to 4 digits 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. | | |
| | NUMBER – Multiplication and division | | | | | | | | | |
| | Recall multiplication and division facts for multiplication tables up to 12 × 12 | | 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 | | 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 | 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. | | |
| | NUMBER – Fractions | | | | | | | | | |
| | Recognise and show, using diagrams, families of common equivalent fractions | | 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 and write decimal equivalents of any number of tenths or hundredths | |
| | NUMBER – Fractions | | | | | | | | | |
| | Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ | | 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 | | 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. | |
| | MEASUREMENT | | | | | | | | | |
| | Convert between different units of measure [for example, kilometre to metre; hour to minute] | | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | | Find the area of rectilinear shapes by counting squares | | Estimate, compare and calculate different measures, including money in pounds and pence | | Read, write and convert time between analogue and digital 12- and 24-hour clocks | |
| | GEOMETRY - Properties of shapes | | | | | | GEOMETRY – Position of shapes | | | |
| Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | Identify acute and obtuse angles and compare and order angles up to two right angles by size | | 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 | 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 | Plot specified points and draw sides to complete a given polygon. | |
| STATISTICS | | | | | | | | | | |
| 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 | | | | | |