Year 4

National Curriculum objectives (Statutory) **Ready to progress statements (Non-statutory: guidance)**

Autumn term 2021

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Team building tasks	**Number: Number and place value** **Y3 – Y4:** WALT –represent numbers using different representations. **Y4**: WALT – solve a number problem. **4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. **4NPV–2** Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning. *Y3 RAG July 21: - Represent numbers using different representations **3NPV–1** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. 3NPV–2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning	**Number: Number and place value** **Y4:** WALT –represent numbers using different representations. **Y4**: WALT – count in multiples of 1000. **Y4**: WALT - find 1000 more or less than a given number **Y3**: WALT – order and compare numbers up to 1000	**Number: Number and place value** **Y4:** WALT – order and compare numbers beyond 1000 *Y3 RAG July 21: - Compare and order number up to 1000.	**Number: Addition and Subtraction** **Y4**: WALT – add numbers mentally up to 4 digits. **Y4:** WALT – add numbers using the formal method of addition *Y3 RAG July 21: - Add and subtract numbers up to three digits using formal methods. - Estimate the answer to a calculation and use inverse operations to check answers - Solve problems using addition and subtraction and place value **3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice. **3AS–2** Add and subtract up to three-digit numbers using columnar methods.	**Number: Addition and Subtraction** **Y4:** WALT – subtract numbers up to 4 digits (finding the difference) **Y4** WALT - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.(including giving change (**Y3**)) *Y3 RAG July 21: Add and subtract amounts of money to give change **3AS–1** Calculate complements to 100. **3AS–3** Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition and understand the related property for subtraction.	**Number: Addition and Subtraction** **Y4**: WALT - subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate **Y4**: WALT - use inverse operations to check answers to a calculation **Y4** WALT - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.(including giving change (**Y3**))

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Number: Multiplication and division **4MD–1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. **4MD–2** Manipulate multiplication and division equations and understand and apply the commutative property of multiplication. **4MD–3** Understand and apply the distributive property of multiplication. *Y3 RAG July 21: Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 3NPV–2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit	**Number: Multiplication and division** *Y3 RAG July 21: Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	**Number: Multiplication and division**	**Assessment week**	**Geometry: Properties of shapes** **4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons. *Y3 RAG July 21: Recognise angles as a property of shape or a description of a turn. Draw 2-D shapes and make 3-D shapes using modelling materials	**Geometry: Properties of shapes** **4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons. *Y3 RAG July 21: 3G–1 Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations. 3G–2 Draw polygons by joining marked points and identify parallel and perpendicular sides.	**Geometry: Properties of shapes /Christmas activities** **4G–3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

numbers using standard and non-standard partitioning						

Autumn starters:

Key skills (document)
3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)
3AS–1 Calculate complements to 100

Multiplication and division facts (Multiplication and corresponding division facts up to 12 x 12)
4NF–1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.

Read, write and convert time between analogue and digital 12- and 24-hour clocks

Spring Term 2022

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Number: Fraction **Y3 –** WALT - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Y3: WALT - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **Y4**: WALT - recognise and show, using diagrams, families of common equivalent fractions **3F–1** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. *Y3 RAG July 21: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	**Number: Fraction** Y4 - WALT - recognise and show, using diagrams, families of common equivalent fractions Y3 - add and subtract fractions with the same denominator within one whole Y4 - WALT – add and subtract fractions with the same denominator Y3 - recognise and show, using diagrams, equivalent fractions with small denominators Y4 - recognise and show, using diagrams, families of common equivalent fractions *Y3 RAG July 21: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Recognise and show, using diagrams, equivalent fractions with small denominators	**Number: Fraction** Y4 - WALT – add and subtract fractions with the same denominator Y4 - WALT - 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 **3F–4** Add and subtract fractions with the same denominator, within 1. **3F–2** Find unit fractions of quantities using known division facts (multiplication tables fluency). *Y3 RAG July 21: Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Solve problems that involve fractions	**Number: Fraction (including Decimals)** Y3 – WALT - recognise that tenths arise from dividing an object into ten equal parts and dividing one digit numbers of quantities by 10. Y4 – WALT - recognise that hundredths arise when dividing an object by a hundred and dividing tenths by 10. *Y3 RAG July 21: 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	**Number: Fraction (including Decimals)** Y4 – WALT - recognise that hundredths arise when dividing an object by a hundred and dividing tenths by 10. Y4 - WALT - 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 **4MD–1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. *Y3 RAG July 21: 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	**Number: Fraction (including Decimals)** Y4 - WALT - recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Y3 – WALT - compare and order unit fractions, and fractions with the same denominators Y4 - WALT – order and compare numbers with the same number of decimal places up to 2 decimal places *Y3 RAG July 21: Compare and order unit fractions, and fractions with the same denominators	**Number: Fraction (including Decimals)** Y4- WALT - solve simple measure and money problems involving fractions and decimals to 2 decimal places Y4 - WALT - 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 CONSOLIDATION: Y4 - WALT - recognise and write decimal equivalents of any number of tenths or hundreds - compare numbers with the same number of decimal places up to 2 decimal places - recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Measurement Y3 - WALT - measure the perimeter of simple 2-D shapes Y4 - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres *Y3 RAG July 21: Solve problems that involve fractions Compare and order unit fractions, and fractions with the same denominators Measure the perimeter of simple 2-d shapes

Wk1 –	Wk2	Wk3	Wk4	Wk5	Wk6
Measurement Y4 - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Y3 - Add and subtract amounts of money to give change, using both £ and p in practical contexts Y3 July RAG: Add and subtract amounts of money to give change, using both £ and p in practical contexts	Measurement Y3 - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Y4 - Convert between different units of measure [for example, kilometre to metre; hour to minute] Y3 July RAG: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Measurement Y4 - Estimate, compare and calculate different measures, including money in pounds and pence Number- Place Value Y4 - Round any number to the nearest 10, 100 or 1000 Y3 July RAG: N/A Y4 objectives	<u>Assessment week</u> Revision and Consolidation of objectives taught.	Number- Place Value Y4 - Round any number to the nearest 10, 100 or 1000 Measurement - Time Y3 - Tell and write the time from an analogue clock, including using roman numerals from i to xii, and 12-hour and 24-hour clocks Y3 - Know the number of seconds in a minute and the number of days in each month, year and leap year Y3 - Compare durations of events [for example to calculate the time taken by particular events or tasks]. Y3 July RAG: Tell and write the time from an analogue clock, including using roman numerals from i to xii, and 12-hour and 24-hour clocks Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks].	Measurement – Time Y4 - Read, write and convert time between analogue and digital 12- and 24-hour clocks Y4 - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Y3 - Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Y3 July RAG: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

Starters to include tasks based around objectives that need consolidating from Autumn 1, Autumn 2 and Spring 1,

Year 4

National Curriculum objectives (Statutory) **Ready to progress statements (Non-statutory: guidance)**

Summer Term 2022

Wk1	Wk2	Wk3	Wk4	Wk5
Number: Multiplication and Division Y4 - 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. 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. *Y3 RAG July 21: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	**Number: Multiplication and Division** Y4 - 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. 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. *Y3 RAG July 21: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	**Geometry: Properties of shapes** Y4 - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Y4 - Identify acute and obtuse angles and compare and order angles up to two right angles by size 3G–1 Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations. **4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons. *Y3 RAG July 21: Recognise angles as a property of shape or a description of a turn. Draw 2-D shapes and make 3-D shapes using modelling materials	**Geometry: Properties of shapes** Y4 - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Y4 - Identify acute and obtuse angles and compare and order angles up to two right angles by size **4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons. *Y3 RAG July 21: 3G–1 Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations. 3G–2 Draw polygons by joining marked points and identify parallel and perpendicular sides.	**Geometry** Y4 - Identify lines of symmetry in 2-d shapes presented in different orientations Y4 - Complete a simple symmetric figure with respect to a specific line of symmetry **4G–3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. *Y3 RAG July 21:

Starters to include tasks based around objectives that need consolidating from Autumn and Spring Terms, Fluent in Five. Weekly arithmetic sessions to consolidate four operations.

Summer Term 2022

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Measurement: Area Y4 – WALT: find the area of rectilinear shapes by counting squares *Y3 RAG July 21:	**Measurement: Area** Y4 – WALT: find the area of rectilinear shapes by counting squares Y4 - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres *Y3 RAG July 21:	**Assessment Week** WALT: assess and review *Y3 RAG July 21:	**Measurement: Time** Y4 – WALT - read, write and convert time between analogue and digital 12- and 24-hour clocks Y4 – WALT: solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. *Y3 RAG July 21: Tell and write the time from an analogue clock, including using roman numerals from i to xii, and 12-hour 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; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks].	**Statistics** Y4 – WALT: interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs. Y4 – WALT: solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs *Y3 RAG July 21: 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.	**Statistics** Y4 – WALT: interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs. Y4 – WALT: solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs *Y3 RAG July 21: 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.	

Count backwards through zero to include negative numbers???????

Roman numerals