

Year 4 Weekly Objectives

	WEEK 1:	WEEK 2:	WEEK 3:	WEEK 4:	WEEK 5:	WEEK 6:
TERM ONE	<p><u>Numbers and the number system</u> To be able to read and write numbers up to and including 4 digits To be able to recognise the value of digits in a four digit number To be able to round numbers to the nearest 10, 100 To be able to round numbers to the nearest 1000</p>	<p><u>Numbers and the number system</u> To be able to order numbers with up to 4 digits To be able to find 1000, 100 and 10 more than a number To be able to find a number 1000, 100, and 10 less than a given number. To be able to read and understand roman numerals up to C</p>	<p><u>Counting and comparing</u> To be able to read and order numbers beyond 1000. To be able to compare numbers with using the more than and less than symbols (><) To be able to compare numbers with using the more than and less than symbols (><) To be able to compare numbers with 1, 2 and 3 decimal places</p>	<p><u>Counting and comparing</u> To be able to order decimal numbers with 1, 2 and 3 decimal places To be able to count forwards and backwards across zero To be able to apply negative numbers to changes in temperature To be able to apply negative numbers to changes in temperature</p>	<p><u>Investigating properties of shapes</u> To be able to identify a line of symmetry in a 2D shape To be able to identify a line of symmetry of a pattern To be able to identify a line of symmetry of a pattern for a diagram of a reflection. To be able to use a line of symmetry to produce a symmetrical pattern</p>	<p><u>Investigating properties of shapes</u> To understand that a shape and it's reflection are congruent To be able to name and describe the properties of different triangles To be able to name and describe the properties of a range of quadrilateral To be able to compare and classify 2D shapes using given criterion.</p>
TERM TWO	<p><u>Calculating: Addition and subtraction</u> To understand addition and subtraction as inverse operations To be able to use columnar addition for numbers with no carrying involved To be able to use columnar addition for four digit and 2 digit numbers with carrying required To be able to use columnar addition for four digit numbers and three digit numbers with carrying required</p>	<p><u>Calculating: Addition and subtraction</u> To be able to use columnar addition for four digit numbers with carrying required To be able to solve equations involving addition To be able to solve two step questions involving addition To be able to use inverse operations to check calculations</p>	<p><u>Calculating: Addition and subtraction</u> To be able to use columnar subtraction for numbers with up to four digits with no exchanging required To be able to use columnar subtraction for four digit and two digit numbers with exchanging required To be able to use columnar subtraction to for four and three digit numbers with exchanging required To be able to use columnar subtraction to for four and four digit</p>	<p><u>Calculating: Multiplication and division</u> To be able to multiply and divide numbers by 1, 10 and 100 and describe the effect To be able to use arrays to identify factors To be able to find factor pairs To be able to use factor pairs to multiply and divide</p>	<p><u>Calculating: Multiplication and division</u> To be able to use knowledge of factor pairs when multiplying and dividing mentally To be able to use knowledge of factor pairs when multiplying and dividing mentally To understand the relationship between multiplication and division To be able to find inverse operations for multiplication and division facts.</p>	<p><u>Calculating: Multiplication and division</u> To be able to multiply and divide a 2 digit number by a one digit number To be able to multiply and divide a 3 digit number by a one digit number To be able to multiply and divide 2 and 3 digit numbers by a one digit number To be able to solve problems involving multiplication</p>

			numbers with exchanging required			
TERM THREE	<p><u>Exploring time and money:</u> To be able to read 24-hour clocks To be able to write times using digital 24-hour clock To be able to write times using analogue 12-hour clock To be able to convert between 12-hour time and 24 hour notation</p>	<p><u>Exploring time and money:</u> To be able to solve problems involving converting from hours to minutes and minutes to seconds To be able to solve problems involving converting from weeks to days To be able to solve problems converting from years to months To be able to solve problems involving decimal notation to record money</p>	<p><u>Exploring fractions, decimals:</u> To understand what 1/100 (and then non unit hundredths) of an object are. To be able to write hundredths as a fraction and as a decimal To investigate and understand the concept of equivalent fractions To investigate equality and inequality statements using fractions of different denominators.</p>	<p><u>Exploring fractions, decimals:</u> To be able to divide a one digit number by 10 and 100 To be able to divide to digit numbers by 10 and 100 To be able to find equivalent fractions of a given fraction. (1/2, 1/4, 3/4) To begin to consider how fractions could be simplified by applying understanding of equivalence.</p>		
TERM FOUR	<p><u>Exploring fractions, decimals:</u> To be able to add fractions with the same denominator To be able to subtract fractions with the same denominator To be able to calculate unit fractions of amounts. To be able to calculate non unit fractions of amounts</p>	<p><u>Measuring space:</u> To be able to convert between kilometres and metres To be able to convert between centimetres and millimetres To be able to convert between kilograms and grams To be able to convert between litres and millimetres</p>	<p><u>Measuring space:</u> To be able to solve measurement problems involving fractions To be able to solve money problems involving fractions To be able to solve measurement problems involving decimals to decimal places To be able to solve money problems involving decimals to two decimal places</p>	<p><u>Investigating angles:</u> To be able to identify acute angles To be able to identify obtuse angles To be able to identify acute angles in shapes To be able to identify obtuse angles in shapes</p>	<p><u>Investigating angles:</u> To be able to identify right angles in shapes To be able to compare angles up to two right angles in size To be able to order angles up to two right angles in size</p>	
TERM FIVE	<p><u>Calculating: Fractions, decimals and percentages:</u> To be able to add fractions with the same denominator within and beyond one whole</p>	<p><u>Calculating: Fractions, decimals and percentages:</u> To be able to identify equivalent fractions from diagrams To be able to find</p>	<p><u>Calculating space:</u> To be able to measure and calculate the perimeter of 2D shapes when dimensions are unknown To be able to calculate</p>	<p><u>Calculating space:</u> To be able to calculate the area of other rectilinear shapes by counting the squares To be able to find the dimensions of a</p>	<p><u>Checking, approximating and estimating</u> To be able to approximate any number by rounding to the nearest 10, 100 or 1000 To be able to</p>	

	<p>To be able to subtract fractions with the same denominator within and beyond one whole</p> <p>To be able to calculate a unit fraction of an amount when the answer is a whole number</p> <p>To be able to calculate a non-unit fraction of an amount when the answer is a whole number</p>	<p>families of equivalent fractions</p> <p>To be able to create diagrams to show families of equivalent fractions</p> <p>To be able to solve problems with increasingly harder fractions to calculate quantities</p>	<p>the perimeter of rectangles when dimensions are known</p> <p>To be able to calculate the perimeter of other rectilinear shapes when dimensions are known</p> <p>To be able to find the area of rectangles (including squares) by counting squares</p>	<p>rectangle from their areas</p> <p>To be able to calculate the perimeter and area of rectilinear compound shapes</p> <p>To investigate scaling up and down</p>	<p>approximate any number with one decimal place by rounding to the nearest whole number</p> <p>To understand checking as the process of working backwards from the answer to ensure that it makes sense</p> <p>To understand estimating as the process of finding a rough value of an answer or calculation</p>	
<p>TERM SIX</p>	<p><u>Mathematical movement:</u></p> <p>To be able to use co-ordinates to describe the position in the first quadrant</p> <p>To be able to plot points in the first quadrant using co-ordinates</p> <p>To be able to use co-ordinates to plot a set of points to construct a polygon</p> <p>To be able to solve problems involving coordinates</p>	<p><u>Mathematical movement:</u></p> <p>To be able to describe movements between positions as translations of a given unit to the left/right</p> <p>To be able to describe movements between positions as translations of a given unit to up/down</p> <p>To be able to describe movements between positions as translations of a given unit to the left/right and up/down</p>	<p><u>Presentation of data:</u></p> <p>To be able to interpret a pictogram where the symbol represents multiple items</p> <p>To be able to interpret a bar chart</p> <p>To be able to interpret bar charts with different scales in the frequency axis</p> <p>To be able to create a bar chart with different scales on the frequency axis</p>	<p><u>Presentation of data:</u></p> <p>To be able to interpret a time graph</p> <p>To be able to create a time graph</p> <p>To be able to solve problems the data in charts and graphs</p> <p>To be able to solve problems involving data in tables</p>		