



Year Four: An overview of what your child will be taught in Maths

<p>Year 4 Autumn Term</p>	<p>Number and Place Value</p> <ul style="list-style-type: none"> •Find 1000 more than or less than a given number •Recognise the place value of digits in four-digit numbers (1000s, 100s, 10s and 1s) •Compare and order numbers beyond 1000 •Identify, represent and estimate numbers in different ways •Round any number to the nearest 10,100 or 1000 •Solve number and practical problems involving these ideas and increasingly large numbers •Count backwards through 0 through to negative numbers 	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> •Add and subtract numbers with up to four-digits using the formal columnar method of addition and subtraction where appropriate •Estimate the answer to a question and use an inverse operation to check. •Solve problems involving two-step operations, deciding upon the appropriate calculation to use and why 	<p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> •Measure and calculate the perimeter of different rectilinear shapes, including squares, in cm and m •Convert between different units of measurement (for example km to m) 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> •Recall and use multiplication and division facts to 12x12 •Count in multiples of 6, 7, 9, 25 and 1000 •Use place value and known division and multiplication facts to multiply by 0, 1, divide by 1, and multiply three numbers together. •Solve problems involving multiplying and adding, partitioning numbers into tens and ones before multiplying and recombining at the end. •Scale numbers up and down-e.g. 'what is 4 times larger than 5' or 'what is 4 times smaller than 20' 		
<p>Year 4 Spring Term</p>	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> •Recall and use multiplication and division facts to 12x12 •Use place value and known division and multiplication facts to multiply by 0, 1, divide by 1, and multiply three numbers together •Recognise and use factor pairs and understand that it doesn't matter which order numbers are multiplied in •Multiply two and three-digit numbers by 1-digit numbers using a formal written layout •Solve problems involving multiplying and adding, partitioning numbers into tens and ones before multiplying and recombining at the end. •Scale numbers up and down-e.g. 'what is 4 times larger than 5' or 'what is 4 times smaller than 20' 	<p>Measurement: Area</p> <ul style="list-style-type: none"> •Find the area of rectilinear shapes (a shape that is made up of lines meeting at 90 degree angles) by counting squares. 	<p>Number: Fractions</p> <ul style="list-style-type: none"> •Recognise and show common equivalent fractions by using diagrams, such as fraction walls •Count up and down in hundredths and recognise that a hundredth is derived by dividing a number by 100 and dividing a tenth by 10. •Solve problems involving increasingly harder fractions •Add and subtract fractions with the same denominator-e.g. $\frac{1}{4} + \frac{2}{4} =$ 	<p>Number: Decimals</p> <ul style="list-style-type: none"> •Recognise and write decimals equivalents of any number of tenths or hundredths-e.g. 5 tenths + 3 hundredths=0.53 •Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the number as ones, tenths or hundredths-e.g. $13 \div 100 = 0.13$ which is 1 tenth and 3 hundredths or 13 hundredths •Solve simple money and measure problems involving fractions and decimals to two places. 		
<p>Year 4 Summer Term</p>	<p>Number: Decimals</p> <ul style="list-style-type: none"> •Compare number with the same number of decimal places, up to two decimal places-e.g. which is larger 1.23 or 1.32? •Round decimals with one decimal place to the nearest whole number-e.g. 1.4 is closer to 1 than 2 •Recognise and write decimals equivalents to $\frac{1}{4}$ (0.25), $\frac{1}{2}$ (0.5) and $\frac{3}{4}$ (0.75) •Understand the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the number as ones, tenths or hundredths-e.g. $13 \div 100 = 0.13$ which is one tenth and three hundredths 	<p>Measurement: Money</p> <ul style="list-style-type: none"> •Estimate, compare and calculate different measures, including money in pounds and pence •Solve simple measure and money problems involving fractions and decimals to two places. 	<p>Measurement: Time</p> <ul style="list-style-type: none"> •Read, write and convert time between analogue and digital 12-hour and 24-hour clocks •Solve problems that involve converting between hours and minutes, minutes to seconds, years to months and weeks to days. 	<p>Statistics</p> <ul style="list-style-type: none"> •Interpret and present data using bar charts •Interpret and present data using continuous data to show a time period •Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> •Identify obtuse and acute angles as those less than and more than 90 degrees (less than 180 degrees) •To compare and order different angles up to two right angles in size •Compare and classify geometric shapes, including quadrilaterals (4-sided shape) and triangles, based upon the properties and size •Identify lines of symmetry in 2D shapes (shown in different orientations) •Complete a symmetric figure when given a half of a shape with one line of symmetry. 	<p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> •Describe positions on a 2D grid as coordinates in the first quadrant •Plot a point on a grid and complete a given polygon •Describe a movement between positions as a translation of a given unit to the left, right, up or down