Maths Unit Overview – Year 4

Autumn 1:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Place Value	Place Value	Addition/subtraction	Addition/subtraction	Multiplication/division	Multiplication/division	Multiplication/division

SMALL STEPS • To represent numbers to 1000 using different models and images • To represent numbers to 10000 • To partition numbers to 1000 • To partition numbers to 10000 • To understand that a 5-digit number can be partitioned in different ways. • To be able to add 1, 10, 100 and 1000. • To be able to subtract 1, 10, 100 and 1000. • To place numbers to 10000 on a number line • To use a number line to estimate numbers to 10,000 • To compare numbers to 10,000 • To order numbers to 10,000 • To be able to round to the nearest 10 • To be able to round to the nearest 100 • To be able to round to the nearest 1000 • To be able to round to the nearest 10, 100 or 1,000 ***(decimal place value is taught in decimal focus weeks)***	SMALL STEPS • To be able to add and subtract 1s or 10s or 100s or 1000s to any number up t0 10,000 • To be able to add 2 4-digit numbers without exchanging • To be able to add 2 4-digit numbers with one exchange • To be able to add two 4-digit numbers – more than one exchange • To be able to subtract a 4-digit number from another 4-digit number without exchanging • To be able to subtract a 4-digit number from another 4-digit number with one exchange • To be able to subtract a 4-digit number from another 4-digit number with more than one exchange • Use compensation to add and subtract mentally • Adjust values to help add and subtract mentally Count on in order to work out difference mentally	SMALL STEPS • To be able to multiply and divide by 3 • To be able to multiply and divide by 6 • To be able to apply 6 times- table facts to questions • To be able to multiply and divide by 9 • To be able to apply 9 times- table facts to questions • To make connections with the 3, 6 and 9 times tables • To be able to multiply and divide by 7 • To answer different styles of questions using the 7 times table facts • To answer different styles of questions using the 11 times table facts • To answer different styles of questions using the 12 times table facts • To recognise what happens when a number is multiplied by 0 or 1 • To recognise what happens when a number is divided by 1 or itself • To understand that multiplication can be done in any order • To understand that multiplying by 10 is the same as making a number 10 times the size • To understand that multiplying by 100 is the same as making a number 100 times the size • To understand that dividing by 10 is the same as making a number one-tenth the size • To understand that dividing by 100 is the same as making a number one-hundredth the size • To use known facts to explore scaling other number facts • To use an informal method to multiply a 2 and then 3-number by a 1-digit number • To apply a formal written multiplication method to multiply a 2-digit number by a 1-digit number • To use a formal written method to multiply a 3-digit number by a 1-digit number • To use manipulatives and images to support division of a 2 and then 3-digit number by 1-digit number, with exchange • To divide a 2 and then 3-digit number by 1-digit number, with a remainder

Autumn 2:

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Fractions		Decimals		Measure – money	Measure length/perimeter	Recap / assessment
SMALL STEPS • To use diagrams to identify equal parts in a whole • To be able to count in fractions beyond 1 • To partition mixed numbers in different ways • To identify and label mixed numbers on a number line • To use different representations to compare and order mixed numbers • To write fractions greater than one as mixed numbers • To convert mixed numbers to improper fractions • To convert from improper fractions to mixed numbers • To use images to help find and reason with equivalent fractions • To understand equivalent fractions through exploring bar models • To add two or more fractions, with the same denominator, with totals greater than one • To add fractions to whole numbers and mixed numbers • To subtract fractions with the same denominator • To subtract a fraction from a whole number • To subtract a whole number or a fraction from a mixed number		SMALL STEPS • To know how many tenths are equivalent to one whole • To understand tenths as decimals in our number system • To use place value charts to partition numbers involving tenths • To position tenths on a number line • To divide 1-digit numbers by 10 • To divide 2-digit numbers by 10 • To know how many hundredths are equivalent to one whole • To understand hundredths as decimals in our number system • To use place value charts to partition numbers involving hundredths • To divide 1 and 2 digit numbers by 100 • To make a whole by combining tenths • To make a whole from tenths and hundredths • To partition decimal numbers with up to 2 decimal places • To use flexible partitioning to partition decimal numbers in non-standard ways • To use place value to compare pairs of decimal numbers, with up to 2 decimals places • To use place value to order sets of decimal numbers, with up to 2 decimals places • To round numbers with tenths to the nearest integer • To understand the notation of halves and quarters within the decimal number system • To represent amounts of money in decimal notation		SMALL STEPS • To convert between pounds and pence • To compare and order sets of amounts of money • To use informal methods to calculate money • To solve problems involving money using the four operations	SMALL STEPS • To understand that kilometres are used to measure greater distances (greater than metres) • To convert metres to kilometres and metres • To use a grid to work out the perimeter of a rectilinear shape • To work out the perimeter of a rectangle from given measures • To work out the perimeter of a rectilinear shape from given measures • To use addition and subtraction to calculate missing lengths in rectilinear shapes • To calculate perimeter of rectilinear shapes, finding missing length(s) • To use equality of sides to calculate perimeter of regular polygons • To draw upon known facts when calculating perimeter of irregular polygons	