**Year 4 – Summer Term**

**Some units such as statistics in bar charts and graphs, as well as Roman numerals to 100 and 3D shapes are new to this term; other units offer children the chance to review steps covered in the Autumn and Spring terms and to apply these skills at an increasingly challenging level, incorporating more opportunities for the children to solve problems, investigate, hypothesise, explain and reason about Maths. It also allows us to synthesise skills, for example revising shape names and features whilst calculating the perimeter, or applying knowledge about factors to area investigation.**

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
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| **Place value** | **4 operations** | **Fractions/decimals** | **Statistics** |
| • Demonstrate how to partition whole and decimal numbers to 2 places<br>• Use understanding of place value to add/subtract multiples of 1, 10, 100, 1000 etc mentally<br>• use halfway/quarter way point to accurately place numbers to 10000 on a number line<br>• Explain how to round whole and decimal numbers to nearest whole 1, 10, 100, 1000<br>• use Roman numeral system to write numbers to 100<br>• explain what negative numbers are and solve problems<br>• compare and order numbers to 10,000 and numbers, including negative numbers and decimal values | • add and subtract up to 4-digit numbers with and without exchanging<br>• identify when a mental strategy for adding and subtracting is more efficient<br>• Solve problems involving addition and subtraction<br>• Use understanding of link between + and – to calculate missing values<br>• Explore how one multiplication fact can support related mental calculations (include related facts like 0.4 x 9, 420 ÷ 6 and 3.5 ÷ 7<br>• To use a formal written method to multiply a 3-digit number by a 1-digit number (include examples of x 1 and 0)<br>• Use law of commutativity to explore efficient ways to multiply three numbers together<br>• Use 'bus stop' method to divide 2 and 3-digit numbers by 1-digit number, without remainder<br>• divide a 2 and then 3-digit number by 1-digit number, with a remainder<br>• identify pairs of factors of numbers up to 100<br>• multiply and divide by 10, 100<br>• solve problems involving multiplying and dividing numbers up to 3 digits by a one-digit number<br>• To calculate and find the number of combinations in correspondence problems | • use number lines and concrete resources to make link between improper fractions and mixed numbers<br>• To add and subtract two or more fractions, with the same denominator (including those that make an improper total<br>• investigate equivalent fractions through bar models/ fraction walls<br>• add and subtract fractions to/from whole numbers and mixed numbers<br>• Solve problems where a fraction of a quantity or an image needs calculating (including non-unit fractions)<br>• Link common fractions to their decimal equivalents | • Solve comparison, sum and difference problems using information in bar charts<br>• Solve comparison, sum and difference problems using information in pictograms<br>• Solve comparison, sum and difference problems using information in other graphs.<br>• Interpret and present discrete and continuous data on appropriate graphs |

| Unit 5 | Unit 6 | Unit 7 | | |
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| **Measure – all types** | **Shape** | **Time** | **Activity week and 3 lessons given over to NFER testing during this term** | - |
| • use 4 operation skills to solve problems relating to money<br>• use 4 operation skills to solve problems relating to perimeter and area<br>• use 4 operation skills to solve problems relating to length<br>• use 4 operation skills to solve problems relating to capacity<br>• use 4 operation skills to solve problems relating to weight | • name and describe the properties of 3D shapes<br>• name and describe the properties of 2D shapes (including angles/symmetry/regular/ parallel, side lengths etc)<br>• use a Venn diagram to sort 2D shapes, justifying choices<br>• Describe position and plot vertices of 2D shapes in the 1st quadrant<br>• Translate shapes on a grid and describe a translation | • convert time between analogue and digital 12-hour clocks<br>• use ability to convert 12-hour digital time to the 24 hour digital clock to interpret timetables<br>• know and use the relationship between years, months, weeks, days, hours, minutes and seconds<br>• compare times by converting units of time<br>• use counting on strategy to calculate the time elapsed | | |