



Maths – Year 4

PLACE VALUE			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * count in multiples of 6, 7, 9, 25 & 1000 * find 1 000 more or less than a given number * count backwards through zero to include negative numbers * recognise the place value of each digit in a four-digit number (thousands, hundreds, tens & ones) * order & compare numbers beyond 1 000 * identify, represent & estimate numbers using different representations * round any number to the nearest 10, 100 or 1 000 * solve number & practical problems that involve all of the above & with increasingly large positive numbers * read Roman numerals to 100 (I to C) & know that over time, the numeral system changed to include the concept of zero & place value. 			
FLUENCY	REASONING & PROBLEM SOLVING	TEST %	TEACHER ASSESSMENT BEST FIT

ADDITION & SUBTRACTION			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * add & subtract numbers with up to four digits, using the formal written methods of columnar addition & subtraction where appropriate * estimate & use inverse operations to check answers to a calculation * solve addition & subtraction two-step problems in contexts, deciding which operations & methods to use & why. 			
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MULTIPLICATION & DIVISION			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * recall multiplication & division facts for multiplication tables up to 12 x 12 * use place value, known & derived facts to multiply & divide mentally, including: multiplying by 0 & 1, dividing by 1, multiplying together three numbers * recognise & use factor pairs & commutativity in mental calculations * multiply two-digit & three-digit numbers by a one-digit number using formal written layout * solve problems involving multiplying & adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems & harder correspondence problems, such as n objects are connected to m objects. 			
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FRACTIONS (INCLUDING DECIMALS)			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * recognise & show, using diagrams, families of common equivalent fractions <ul style="list-style-type: none"> * count up & down in hundredths * recognise that hundredths arise when dividing an object by one hundred & dividing tenths by ten * solve problems involving increasingly harder fractions to calculate quantities, & fractions to divide quantities, including non-unit fractions where the answer is a whole number <ul style="list-style-type: none"> * add & subtract fractions with the same denominator * recognise & write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ * find the effect of dividing a one- or two-digit number by 10 & 100, identifying the value of the digits in the answer as ones, tenths & hundredths <ul style="list-style-type: none"> * round decimals with one decimal place to the nearest whole number * compare numbers with the same number of decimal places up to two decimal places * solve simple measure & money problems involving fractions & decimals to two decimal places. 			
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MEASUREMENT			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * convert between different units of measure (e.g. kilometre to metre, hour to minute) * measure & calculate the perimeter of a rectilinear figure (including squares) in centimetres & metres <ul style="list-style-type: none"> * find the area of rectilinear shapes by counting squares * estimate, compare & calculate different measures, including money in pounds & pence <ul style="list-style-type: none"> * read, write & convert time between analogue & digital 12- & 24-hour clocks * solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 			
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GEOMETRY			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * compare & classify geometric shapes, including quadrilaterals & triangles, based on their properties & sizes <ul style="list-style-type: none"> * identify acute & obtuse angles, & compare & order angles up to two right angles by size * identify lines of symmetry in 2-D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry <ul style="list-style-type: none"> * describe positions on a 2-D grid as coordinates in the first quadrant * describe movements between positions as translations of a given unit to the left / right & up / down <ul style="list-style-type: none"> * plot specified points & draw sides to complete a given polygon. 			
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STATISTICS			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * interpret & present discrete data & continuous data using appropriate graphical methods, including bar charts & time graphs * solve comparison, sum & difference problems using information presented in bar charts, pictograms, tables & other graphs. 			
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