

Year 4		
Autumn 1		New vocabulary
Week 1 Week 2	<p>LO: To identify, order and compare numbers to 1000</p> <p>4LS1- Place Value – Order and Compare Numbers Beyond 1000</p> <p><i>National curriculum statement: Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</i></p>	one hundred, one thousand, ten thousand, hundred thousand, million, one thousand more, one thousand less, numeral
Week 3	<p>LO: To estimate and round numbers to 1000</p> <p>4LS2- Rounding, estimation, magnitude</p> <p><i>National curriculum statement: Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000</i></p>	next, consecutive, round to the nearest hundred, integer, sort, classify, property
Week 4	<p>LO: To secure mental addition and subtraction strategies</p> <p>4LS3- Securing addition and subtraction mental strategies</p> <p><i>National curriculum statement: Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</i></p>	inverse, increase, decrease
Week 5 Week 6	<p>LO: To secure formal written addition and subtraction</p> <p>4LS4- Securing Formal Written Addition and Subtraction Fluency</p> <p><i>National curriculum statement: Add and subtract number with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</i></p>	
Week 6	<p>LO: To count in multiples of 6, 7, 9, 25 and 1000</p> <p>4LS5- Counting in Multiples of 6, 7, 9, 25 and 1000</p> <p><i>National curriculum statement: Count in multiples of 6, 7, 9, 25 and 1000</i></p>	
Week 7	<p>LO: To recall times tables up to 12x12 and count in multiples of 25 and 1000</p> <p>4LS6-Multiplication and division facts (times tables)</p>	inverse, square, squared, cube, cubed, factor, quotient, divisible by

	<i>National curriculum statement: Recall multiplication and division facts for multiplication tables up to 12 x 12</i>	
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Autumn 2		New vocabulary
Week 1	<p>LO: To use factor pairs to solve scaling and correspondence problems 4SL7- Factor pairs, integer scaling and correspondence problems <i>National curriculum statement: Recognise and use factor pairs. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</i></p>	
Week 2	<p>LO: To solve problems including measures 4SL8- Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws <i>National curriculum statement: Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</i></p>	
Week 3	<p>LO: To multiply and divide by 10 and 100 4SL9- Multiply and divide a one or two digit number by 10 and 100 <i>National curriculum statement: Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</i></p>	
Week 4	<p>LO: To convert units of measure 4SL10- Measure – conversion of units <i>National curriculum statement: Convert between different units of measure [for example, kilometre to metre; hour to minute]</i></p>	unit, standard unit, metric unit, imperial unit, mass, big, bigger, small, smaller, heavy/light, heavier/lighter, heaviest/lightest, measuring cylinder, measurement, millimetre (mm), pint
Week 5	<p>LO: To compare, estimate and calculate measures 4SL11- Measures – compare, estimate, calculate</p>	breadth

	<i>National curriculum statement: Estimate, compare and calculate different measures Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</i>	
Week 6	<p>LO: To understand discrete and continuous data 4SL12- Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division <i>National curriculum statement: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</i></p>	timetable, arrive, depart, survey, questionnaire, data, tally chart
Week 7	<p>LO: To calculate perimeter 4SL13- Perimeter <i>National curriculum statement: Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</i></p>	breadth, edge, perimeter

Spring 1		New vocabulary
Week 1 (3 days)	<p>LO: To identify lines of symmetry in 2D shapes 4SL15- Symmetry <i>National curriculum statement: Identify lines of symmetry in 2-D shapes presented in different orientations</i></p>	reflect, reflection, regular, irregular,
Week 2	<p>LO: To compare and classify geometric shapes 4SL14- Properties of shape <i>National curriculum statement: Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</i></p>	line, construct, sketch, centre, angle, right-angled, square base, two dimensional (2-D), oblong, rectilinear, parallelogram, rhombus, trapezium, polygon, heptagon, three dimensional (3-D), radius, diameter, concave, convex
Week 3	<p>LO: To explore decimal numbers including rounding and comparing 4SL16- Decimal numbers <i>National curriculum statement: Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten</i> <i>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. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</i></p>	hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion
Week 4	<p>LO: To add and subtract with decimal numbers 4SL17- Calculating with decimals <i>National curriculum statement: Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation</i></p>	
Week 5	<p>LO: To convert between monetary units (£, p) in order to add and subtract amounts 4SL18- Measure – money <i>National curriculum statement: Estimate, compare and calculate different measures, including money in pounds and pence</i></p>	

Week 6	LO: To problem solve involving decimals to two decimal places 4SL19- Problem solving involving decimals to two decimal places <i>National curriculum statement: Solve simple measure and money problems involving fractions and decimals to two decimal places</i>	
Week 7	Review and fill the gap	

	Spring 2	New vocabulary
Week 1	<p>LO: To add and subtract fractions with the same denominator 4SL20- Add and subtract fractions with the same denominator <i>National curriculum statement: Add and subtract fractions with the same denominator</i></p>	eighth, sixth, fifth, twentieth, proportion, in every, for every
Week 2	<p>LO: To find fractions of quantities including for non-unit fractions 4SL21- Finding fractions of quantities <i>National curriculum statement: Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</i></p>	
Week 3	<p>LO: To solve simple measure and money problems involving fractions and decimals to two decimal places 4SL22- Fractions in the context of measure <i>National curriculum statement: Solve simple measure and money problems involving fractions and decimals to two decimal places</i></p>	
Week 4	<p>LO: To find order and compare equivalent fractions 4SL23- Equivalent fractions, ordering and comparing <i>National curriculum statement: recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. Recall multiplication and division facts for multiplication tables up to 12×12</i></p>	
Week 5	<p>LO: To multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout 4SL24- Multiply formal written <i>National curriculum statement: Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</i></p>	
Week 6	<p>LO: To divide 2 and 3 digit numbers by 1 digit using formal written layout 4SL25- Formal division <i>National curriculum statement: Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</i></p>	

	Summer 1	New vocabulary
Week 1	<p>LO: To read, write, calculate time on 12 and 24 hour clocks 4SL26- Time – read, write, calculate and convert time on analogue and digital 12 and 24 hr clocks <i>National curriculum statement: Read, write and convert time between analogue and digital 12- and 24-hour clocks</i> <i>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</i></p>	<p>leap year, millennium, noon, date of birth</p>
Week 2	<p>LO: To interpret and present continuous and discrete data 4SL27- Statistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures <i>National curriculum statement: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</i> <i>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</i></p>	<p>timetable, arrive, depart, survey, questionnaire, data</p>
Week 3	<p>LO: To read Roman numerals to 100 and to count through zero using negative numbers 4SL28- Roman numerals to 100 and zero <i>National curriculum statement: Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</i> 4SL29- Negative numbers – counting through zero and calculating in context <i>National curriculum statement: Count backwards through zero to include negative numbers</i></p>	<p>integer, positive, negative, above/below zero, minus, negative numbers</p>
Week 4	<p>LO: To use coordinates in the first quadrant to describe position and movement 4SL32- Geometry - Coordinates in the First Quadrant and Translations <i>National curriculum statement: 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 and up / Down</i></p>	<p>compass points, north-east NE, north-west NW, south-east SE, south-west SW, translate, translation, rotate, rotation, reflection, origin, coordinates</p>

	<p>4SL33- Geometry - Position and Direction, incorporating Angles and Plotting Points of a Shape <i>National curriculum statement: Plot specified points and draw sides to complete a given polygon</i></p>	
Week 5	<p>LO: To identify acute and obtuse angles and to use this to classify triangles 4SL30- Geometry – angles <i>National curriculum statement: Identify acute and obtuse angles and compare and order angles up to two right angles by size</i> 4SL31- Geometry – properties of triangles <i>National curriculum statement: Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</i></p>	<p>degree, equilateral triangle, isosceles triangle, scalene triangle, angle measurer/protractor</p>

	Summer 2	New vocabulary
Week 1 Week 2	<p>LO: To consolidate multiplication and division written and mental methods</p> <p>4SL34- Multiplication and division review</p> <p><i>National curriculum statement: Recall multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</i></p>	
Week 3	<p>LO: To find the area of rectilinear shapes</p> <p>4SL35- Area</p> <p><i>National curriculum statement: Find the area of rectilinear shapes by counting squares</i></p>	area, covers, square centimetre (cm ²)
Week 4	<p>LO: To apply our knowledge of fractions to problem solving</p> <p>4SL36- Fractions review</p> <p><i>National curriculum statement: Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number</i></p>	
Week 5 Week 6	<p>LO: To apply our learning and solve problems</p> <p>4SL37- Application and problem solving – developing operation sense</p> <p><i>National curriculum statement: Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers Solve number and practical problems that involve all of the above and with increasingly large positive numbers</i></p>	
Week 7	Review and close the gap	