Autumn Term					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Block 1: Place Value within 10,000				**Block 2: Addition and subtraction**	

Small Steps

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
● Represent numbers within 1000 ● Partition numbers within 1000 ● Use a number line to 1000 ● Estimate numbers on a number line to 1000 ● Count and use thousands	● Represent numbers within 10,000 ● Partition numbers within 10,000 ● Partition numbers flexibly within 10,0000 ● Find 1, 10, 100, 1,000 more or less	● Use a number line to 10,000 ● Estimate on a number line to 10,000 ● Compare numbers within 10,000 ● Order numbers to 10,000 ● Use Roman numerals to 100	● Round to the nearest 10 ● Round to the nearest 100 ● Round to the nearest 1000 ● Round to the nearest 10, 100 or 1000	● Add 1s, 10s, 100s and 1000s ● Subtract 1s, 10s, 100s and 1000s ● Add 2, 3 and 4-digit numbers with no exchange ● Add up to 4-digit numbers with one exchange ● Add up to 4-digit numbers with multiple exchanges	● Subtract from 4-digit numbers with no exchange ● Subtract from 4-digit numbers with one exchange ● Subtract from 4-digit numbers with multiple exchanges ● Solving addition and subtraction problems with and without exchanges

National Curriculum

● Read and write numbers up to 1,000 in numerals and words (Y3) ● Identify, represent and estimate numbers using different representations ● Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3) ● Count in multiples of 6, 7, 9, 25 and 1,000 ● Recognise the place value of each digit in a 4-digit number ● Find 1,000 more or less than a given number	● Identify, represent and estimate numbers using different representations ● Order and compare numbers beyond 1,000 ● 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 ● Round any number to the nearest 10, 100 or 1,000	● Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate ● Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Ready-to -Progress Criteria

4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. **Year 3 Conceptual prerequisite**: Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10. **4NPV–2** Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. **Year 3 Conceptual prerequisite**: Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. **Future applications:** Compare and order numbers. **4NPV–3** Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. **Year 3 Conceptual prerequisite:** Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 10 and 100. **Future applications:** Compare and order numbers. Estimate and approximate to the nearest multiple of 1,000, 100 or 10. **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. **Year 3 Conceptual prerequisite**: Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. **Future applications:** Read scales on graphs and measuring instruments	**4NPV–2** Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. **Year 3 Conceptual prerequisite**: Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. **Future applications:** Add and subtract using mental and formal written methods. **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) **Year 3 Conceptual prerequisite**: Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)

Year 4 Yearly Overview of all learning objectives

Autumn Term

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Block 2: Addition and subtraction	**Block 3: Area**	**Block 4: Multiplication and division (times tables facts)**			
Small Steps	●Find an efficient subtraction method ●Estimate answers to calculations ●Use the inverse and estimation to check answers	●Understand and explore area ●Find the area by counting squares ●Make shapes with given areas ●Compare areas	●3 times table facts ●Multiply and divide by 6 ●6 times table facts ●Multiply and divide by 9 ●9 times table facts	●3, 6 and 9 times table facts ●Multiply and divide by 7 ●7 times table facts ●Multiply and divide by 11 ●11 times table facts	●Multiply and divide by 12 ●12 times table facts ●Multiply by 1 and 0 ●Divide a number by 1 and itself ●Multiply 3 numbers	**CONSOLIDATION WEEK**
National Curriculum	• Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation	●Find the area of rectilinear shapes by counting squares	●Recall multiplication and division facts for multiplication tables up to 12 × 12 ●Recognise and use factor pairs and commutativity in mental calculations ●Count in multiples of 6, 7, 9, 25 and 1,000 ●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			
Ready-to -Progress Criteria	**4NPV–2** Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. **Year 3 Conceptual prerequisite**: Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. **Future applications:** Add and subtract using mental and formal written methods.	**4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. **Future applications:** Draw, compose and decompose shapes according to given properties, dimensions, angles or area.	**4NF–1** Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number. **Year 3 Conceptual prerequisite** Recall multiplication and division facts in the 5 and 10, and 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. **4MD–2** Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. **Year 3 Conceptual prerequisite:** Understand the inverse relationship between multiplication and division. Write and use multiplication table facts with the factors presented in either order. **Future applications:** Recognise and apply the structures of multiplication and division to a variety of contexts. **4MD–3** Understand and apply the distributive property of multiplication. **Future applications:** Recognise when to use and apply the distributive property of multiplication			

Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Block 1: Multiplication and division			**Block 2: Measurement - Length and perimeter**		**Block 3: Fractions**
Small Steps	• Find factor pairs • Use factor pairs • Multiply by 10 • Multiply by 100 • Divide by 10	●Divide by 100 ●Find and use related facts ●Multiply a 2-digit by a 1-digit number (informal written method) ●Multiply a 2-digit by a 1-digit number (formal written method) ●Multiply 3-digit by a 1-digit number	●Divide 2-digit by a 1-digit number (without remainders) ●Divide 2-digit by a 1-digit number (with remainders) ●Divide a 3-digit number by a 1-digit number ●Find all the combinations ●Find an efficient method of multiplication	●Measure in km and m ●Find equivalent lengths (m and km) ● Find the perimeter on a grid ●Calculate the perimeter of a rectangle ●Calculate the perimeter of rectilinear shapes	●Find missing lengths ●Calculate perimeters with missing lengths ●Calculate the perimeter of regular polygons ●Calculate the perimeter of irregular polygons	●Understand a whole ●Explore fractions greater than 1 ●Count in fractions beyond 1 ●Partition mixed numbers ●Position mixed numbers on a number line
National Curriculum	● Recognise and use factor pairs and commutativity in mental calculations ● 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 3 numbers ● Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects			● Convert between different units of measure [for example, kilometre to metre; hour to minute] ● Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres		N/A
Ready-to -Progress Criteria	**4NF–1** Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number. **Year 3 Conceptual prerequisite** Recall multiplication and division facts in the 5 and 10, and 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. **4NF–2** Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately according to the context. **Year 3 Conceptual prerequisite** Use known division facts to solve division problems. **Future applications** Correctly represent and interpret remainders when using short and long division. **4MD–2** Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. **Year 3 Conceptual prerequisite:** Understand the inverse relationship between multiplication and division. Write and use multiplication table facts with the factors presented in either order. **Future applications:** Recognise and apply the structures of multiplication and division to a variety of contexts. **4MD–3** Understand and apply the distributive property of multiplication. **Future applications:** Recognise when to use and apply the distributive property of multiplication			**4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. **Year 3 Conceptual prerequisite:** Measure lines in centimetres and metres. Add more than 2 addends. Recall multiplication table facts. **Future applications** Draw, compose and decompose shapes according to given properties		**4F–1** Reason about the location of mixed numbers in the linear number system. **Year 3 conceptual prerequisite:** Reason about the location of fractions less than 1 in the linear number system. **Future applications:** Compare and order fractions.

Spring Term

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Block 3: Fractions			**Block 4: Decimals A**		
Small Steps	●Compare mixed numbers ●Order mixed numbers ●Understand improper fractions ●Convert mixed numbers to improper fractions ●Convert improper fractions to mixed numbers	●Find equivalent fractions on a number line ●Make fraction families ●Add two fractions (same denominator) ●Add two or more fractions (same denominator) ●Add fractions to a mixed number (same denominator)	●Subtract two fractions (same denominator) ●Subtract a fraction from a whole ●Subtract a fraction from a mixed number (same denominator) ●Subtract a fraction from a mixed number (crossing a whole)	●Explore tenths as fractions ●Explore tenths as decimals ●Explore tenths greater than 1 ●Position tenths on a number line	●Divide a 1-digit number by 10 ●Divide a 2-digit number by 10 ●Explore hundredths as fractions ●Explore hundredths as decimals ●Partition hundredths within 1	●Partition hundredths greater than 1 ●Compare tenths and hundredths within 1 ●Divide a 1 or 2-digit number by 100
National Curriculum	● Recognise and show, using diagrams, families of common equivalent fractions ● Add and subtract fractions with the same denominator			● Recognise and write decimal equivalents of any number of tenths or hundredths ● Compare numbers with the same number of decimal places up to 2 decimal places ● Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		
Ready-to -Progress Criteria	**4F–1** Reason about the location of mixed numbers in the linear number system. **Year 3 conceptual prerequisite:** Reason about the location of fractions less than 1 in the linear number system. **Future applications:** Compare and order fractions. **4F–2** Convert mixed numbers to improper fractions and vice versa**.** **Year 3 conceptual prerequisite:** Identify unit and non-unit fractions. **Future applications:** Compare and order fractions. Add and subtract fractions where calculation bridges whole numbers. **4F–3** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. **Year 3 conceptual prerequisite:** Add and subtract fractions with the same denominator, within 1 whole.			**4F–1** Reason about the location of mixed numbers in the linear number system. **Year 3 conceptual prerequisite:** Reason about the location of fractions less than 1 in the linear number system. **Future applications:** Compare and order fractions. **4MD-1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. **Year 3 conceptual prerequisite:** Multiply two-digit numbers by 10, and divide three-digit multiples of 10 by 10. **Future applications:** Convert between different metric units of measure. Apply multiplication and division by 10 and 100 to calculations involving decimals. **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) **Year 3 Conceptual prerequisite**: Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10) **Future applications:** Apply place-value knowledge to known additive and multiplicative number facts, extending to a whole number of larger powers of ten and powers of ten smaller than one.		

Maths MASTERS

Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Block 1: Decimals B		**Block 2: Measurement - Money**		**Block 3: Measurement - Time**	
Small Steps	●Make a whole using tenths ●Make a whole using hundredths ●Partition decimals ●Flexibly partition decimals ●Compare decimals	●Order decimals ●Round number with 1 decimal place to the nearest whole number ●Find decimals equivalents of halves and quarters	●Write amounts of money using decimals ●Convert money between pounds and pence ●Compare amounts of money ●Order amounts of money ●Estimate amounts	●Add and subtract money ●Multiply and divide money ●Solve problems involving money	●Understand years, months, weeks and days ●Convert between years, months, weeks and days ●Compare times in hours, minutes and seconds ●Convert between hours, minutes and seconds	●Convert between analogue and digital times (12-hour clock) ●Convert to 24-hour clock times ●Convert from 24hour clock times
National Curriculum	●Compare numbers with the same number of decimal places up to 2 decimal places ●Recognise and write decimal equivalents of any number of tenths or hundredths ●Solve simple measure and money problems involving fractions and decimals to 2 decimal places ●Round decimals with 1 decimal place to the nearest whole number ●Recognise and write decimal equivalents to 1/4, 1/ 2, and 3/4		● Estimate, compare and calculate different measures, including money in pounds and pence		● Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days ● Read, write and convert time between analogue and digital 12- and 24-hour clock	
Ready-to -Progress Criteria	**4F–1** Reason about the location of mixed numbers in the linear number system. **Year 3 conceptual prerequisite:** Reason about the location of fractions less than 1 in the linear number system. **Future applications:** Compare and order fractions. **4MD-**1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. **Year 3 conceptual prerequisite:** Multiply two-digit numbers by 10, and divide three-digit multiples of 10 by 10. **Future applications:** Convert between different metric units of measure. Apply multiplication and division by 10 and 100 to calculations involving decimals. **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) **Year 3 Conceptual prerequisite:** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10) **Future applications:** Apply place-value knowledge to known additive and multiplicative number facts, extending to a whole number of larger powers of ten and powers of ten smaller than one.		**4MD-**1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. **Year 3 conceptual prerequisite:** Multiply two-digit numbers by 10, and divide three-digit multiples of 10 by 10. **Future applications:** Convert between different metric units of measure. Apply multiplication and division by 10 and 100 to calculations involving decimals. **4F–1** Reason about the location of mixed numbers in the linear number system. **Year 3 conceptual prerequisite:** Reason about the location of fractions less than 1 in the linear number system. **Future applications:** Compare and order fractions.		**4MD-**1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. **Year 3 conceptual prerequisite:** Multiply two-digit numbers by 10, and divide three-digit multiples of 10 by 10. **Future applications:** Convert between different metric units of measure. Apply multiplication and division by 10 and 100 to calculations involving decimals.	

Maths MASTERS

		Summer Term				
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
		Block 4: Geometry - shape		**Block 5: Statistics**	**Block 6: Position and direction**	
Small Steps	Consolidation Week	●Recognise turns and angles ●Identify right, acute and obtuse angles ●Compare and order angles ●Identify types of triangles ●Identify types of quadrilaterals	●Identify regular and irregular polygons ●Identify lines of symmetry ●Complete symmetrical shapes and patterns	● Interpret pictograms and bar charts ● Solve comparison, sum and difference problems ● Interpret line graphs ● Draw line graphs	●Read co-ordinates ●Use co-ordinates to describe position ●Plot coordinates ●Draw 2-D shapes on a grid	• Translate points on a grid • Translate shapes on a grid • Describe translations
National Curriculum		● Identify acute and obtuse angles and compare and order angles up to two right angles by size ● Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ● 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		● Interpret and present data using bar charts, pictograms and tables ● Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables	● Describe positions on a 2-D grid as coordinates in the first quadrant ● Plot specified points and draw sides to complete a given polygon ● Describe movements between positions as translations of a given unit to the left/right and up/down	
Ready-to -Progress Criteria		**4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons**.** **Year 3 Conceptual prerequisite:** Measure lines in centimetres and metres. Add more than 2 addends. Recall multiplication table facts. **Future applications:** Draw, compose and decompose shapes according to given Properties **4G–3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. **Future applications:** Draw polygons, specified by coordinates in the 4 quadrants: draw shapes following translation or reflection in the axes.		**4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. **Year 3 Conceptual prerequisite**: Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. **Future applications:** Read scales on graphs and measuring instruments	**4G–1** Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. **Year 3 Conceptual prerequisite:** Draw polygons by joining marked points. **Future applications:** Draw polygons, specified by coordinates in the 4 quadrants **4G–3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. **Future applications:** Draw polygons, specified by coordinates in the 4 quadrants: draw shapes following translation or reflection in the axes.	