**Year 4 Maths scheme of Learning- Advent**

**2021-2022**

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|  | **Week 1 Week 2** | **Week 3** | **Week 4** |  | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | |
| **Number: Place Value**   * Count in multiples of 6, 7, 9, 25 and 1,000. * Find 1,00 more or less than a given number. * Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones). * Order and compare numbers beyond 1,000. * Identify, represent and estimate numbers using different representations. * Round any number to the nearest 10, 100 and 1,000. * Solve number and practical problems that involve all of the above and with increasingly large positive numbers. * Count backwards through zero to include negative numbers. | | | | **Number: Addition and Subtraction**   * 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. * Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. | | | | **Measurement: Length and Perimeter**   * Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. * Convert between different units of measure (for example, kilometre to metre) | |

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| **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14 Week 15** | |  | | --- | |  | | **Week 16** |
| * **Number: Multiplication and Division** * Recall and use multiplication and division facts for multiplication tables up to 12x12. * 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.   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 and harder correspondence problems such as n objects are connected to m objects. | | | | | **Check/re-visit/**  **recap/**  **pre-learn** | |

\*\*\*As a school, we plan in many check/re-cap/pre-learn weeks in the Advent term so that children get a chance to consolidate previous learning and/or pre-learn ideas which will be covered in the next topic. This means that teachers can be sure that knowledge and skills are solid before they re-visit topics in the Lent and Pentecost terms.

**Year 4 Maths scheme of Learning- Lent**

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| **Week 17** | | **Week 18 Week 19** | **Week 20 Week 21** | **Week 22 Week 23** |
| **Measurement: Area**  Find the area of rectilinear shapes by counting squares. | **Number: Fractions**   * Recognise and show, using diagrams, families of common equivalent fractions. * Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. * 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. * Add and subtract fractions with the same denominator. | | | **Number: Decimals**   * Recognise and write decimal equivalents of any number of tenths or hundredths. * Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answers as ones, tenths and hundredths. * Solve simple measure and money problems involving fractions and decimals to two decimal places. * Convert between different units of measure (for example, kilometre to metre) |

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| **Week 24** |  |  | **Week 25** | **Week 26 Week 27** | **Week 28** |
| **Number: Decimals**   * Recognise and write decimal equivalents of any number of tenths or hundredths. * Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answers as ones, tenths and hundredths. * Solve simple measure and money problems involving fractions and decimals to two decimal places. * Convert between different units of measure (for example, kilometre to metre) | | | **Assessment Week** | **Number: Decimals**   * Recognise and write decimal equivalents of any number of tenths or hundredths. * Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answers as ones, tenths and hundredths. * Solve simple measure and money problems involving fractions and decimals to two decimal places. * Convert between different units of measure (for example, kilometre to metre) | **Check/re-visit/**  **recap/**  **pre-learn** |



**Year 4 Maths scheme of Learning- Pentecost**

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| **Week 29** | **Week 30** | | **Week 31 Week 32** | **Week 33** | **Week 34** | **Week 33** |
| **Measurement: Money**  Estimate, compare and calculate different measures, including money in pounds and pence.  Solve simple measure and money problems involving fractions and decimals to decimal places. | | **Measurement: Time**  Read, write and convert time between analogue and digital 12 and 24 hour clocks.  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | **Statistics**  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | **Geometry: Properties of Shape**  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 2D shapes presented in different orientations.  Complete a simple symmetric figure with respect to a specific line of symmetry. | |

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| **Week 36** | **Week 37** | **Week 38** |
| **Assessments** | **Geometry: Position and Direction**   * Describe positions on a 2D grid as coordinates in the first quadrant. * Plot specific 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. | |