Year 4 – Yearly Overview - Autumn

	Week 1 - 4 BLOCK 1	Week 5 - 7 BLOCK 2	Week 8 BLOCK 3	Week 9 - 11 BLOCK 4	Week 12
	Number: Place Value	**Number: Addition and Subtraction**	**Measurement: Length and Perimeter**	**Number: Multiplication and Division**	**Consolidation**
White Rose Maths Small Steps	• Roman numerals to 100. • Round to the nearest 10. • Round to the nearest 100. • Count in 1,000s. • 1,000s, 100s, 10s and 1s. • Partitioning. • Number line to 10,000. • 1,000 more or less. • Compare numbers. • Order numbers. • Round to the nearest 1,000. • Count in 25s. • Negative numbers.	• Add and subtract 1s, 10s, 100s and 1000s. • Add two 4-digit numbers – no exchange. • Add two 4-digit numbers – one exchange. • Add two 4-digit numbers – more than one exchange. • Subtract two 4-digit numbers – no exchange. • Subtract two 4-digit numbers – one exchange. • Subtract two 4-digit numbers – more than one exchange. • Efficient subtraction. • Estimate answers. • Checking strategies.	• Kilometres. • Perimeter on a grid. • Perimeter of a rectangle. • Perimeter of rectilinear shapes.	• Multiply by 10. • Multiply by 100. • Divide by 10. • Divide by 100. • Multiply by 1 and 0. • Divide by 1. • Multiply and divide by 6. • 6 times-table and division facts. • Multiply and divide by 9. • 9 times-table and division facts. • Multiply and divide by 7. • 7 times-table and division facts.	All
National Curriculum Link	• Count in multiples of 6, 7, 9. 25 and 1000. • Find 1000 more or less than a given number. • Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000. • 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.	• 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.	• 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].	• Recall and use multiplication and division facts for multiplicationtables up to 12 × 12. • Count in multiples of 6, 7, 9. 25 and 1000. • 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 such as n objects are connected to m objects.	All

Year 4 – Yearly Overview - Spring

	Week 1 - 3 BLOCK 1	Week 4 BLOCK 2	Week 5 - 8 BLOCK 3	Week 9 - 11 BLOCK 4	Week 12
	Number: Multiplication and Division	**Measurement: Area**	**Number: Fractions**	**Number: Decimals**	**Consolidation**
White Rose Maths Small Steps	• 11 and 12 times-table. • Multiply 3 numbers. • Factor pairs. • Efficient multiplication. • Written methods. • Multiply 2-digits by 1 –digit. • Multiply 3-digits by 1-digit. • Divide 2-digits by 1-digit (1). • Divide 2-digits by 1-digit (2). • Correspondence problems.	• What is area? • Counting squares • Making shapes. • Comparing area.	• What is a fraction? • Equivalent fractions (1) • Equivalent fractions (2). • Fractions greater than 1. • Count in fractions. • Add 2 or more fractions. • Subtract 2 fractions. • Subtract from whole amounts. • Calculate fractions of a quantity. • Problem solving – calculate quantities.	• Recognise tenths and hundredths. • Tenths as decimals. • Tenths on a place value grid. • Tenths on a number line. • Divide 1 digit by 10. • Divide 2 digits by 10. • Hundredths. • Hundredths as decimals. • Hundredths on a place value grid. • Divide 1 or 2 digits by 100.	All
National Curriculum Link	• Recall and use 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. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two digit and three digit numbers by a one digit number using formal written layout. • 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.	• Find the area of rectilinear shapes by counting squares.	• 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.	• 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 answer 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].	All

Year 4 – Yearly Overview - Summer

	Week 1 - 2 BLOCK 1	Week 3 - 4 BLOCK 2	Week 5 BLOCK 3	Week 6 – 7 BLOCK4	Week 8 – 10 BLOCK 5	Week 11 BLOCK 6	Week 12
	Number: Decimals	**Measurement: Money**	**Measurement: Time**	**Statistics**	**Geometry: Property of Shape**	**Geometry: Position and Direction**	**Consolidation**
White Rose Maths Small Steps	• Make a whole. • Write decimals. • Compare decimals. • Order decimals. • Round decimals. • Halves and quarters.	• Pounds and pence. • Ordering amounts of money. • Using rounding to estimate money. • Four operations.	• Hours, minutes and seconds. • Years, months, weeks and days. • Analogue to digital – 12 hour. • Analogue to digital – 24 hour.	• Interpret charts. • Comparison, sum and difference. • Introducing line graphs. • Line graphs.	• Identify angles. • Compare and order angles. • Triangles. • Quadrilaterals. • Lines of symmetry. • Complete a symmetric figure.	• Describe position. • Draw on a grid. • Move on a grid. • Describe a movement on a grid.	All
National Curriculum Link	• Compare numbers with the same number of decimal places up to two decimal places. • Round decimals with one decimal place to the nearest whole number. • Recognise and write decimal equivalents to ¼, ½ and ¾. • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	• Estimate, compare and calculate different measures, including money in pounds and pence. • Solve simple measure and money problems involving fractions and decimals to two decimal places.	• 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.	• 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.	• 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.	• 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.	All