



Maths Medium Term Overview – Autumn Year 4

Year 4 – Autumn term	
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.
1 – Number – Number and Place value	- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - Identify, represent and estimate numbers using different representations (for example, $2345 = 1,000 + 1300 + 40 + 5 = 1 \text{ Th} + 12\text{H} + 4\text{T} + 5\text{O}$) - Find 1000 more or less than a given number
2 – Number – Number and Place value	- Order and compare numbers beyond 1000 - Count in multiples of 6, 7 and 1000 (continued throughout the year) - Solve number and practical problems that involve all of the above and with increasingly large positive numbers (continue across the academic year)
3 - Addition	- Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate. Secure and consolidate 3-digit column addition using build it, draw it, write it approach as appropriate. Refer to pages 27-28 addition booklet. - Solve addition two-step problems in contexts, deciding which operations and methods to use and why (to be developed further in Spring term- consolidate one-step and begin two-step).



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4 - Subtraction	- Subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Secure and consolidate 3-digit column subtraction using build it, draw it, write it approach as appropriate. Refer to pgs 35-36 subtraction booklet. - Use inverse operations to check answers to a calculation - Use solve subtraction two-step problems in contexts, deciding which operations and methods to use and why (to be developed further in Spring term - consolidate one-step and begin two-step)
5 - Multiplication	- Recall multiplication and division facts for multiplication tables up to 12×12 (Revision of 2, 5, 10 and 3, 4, 8. TEACH – 6 & 7 TIMES TABLES – MAY BE SPREAD OVER THE TERM) - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together 3 numbers - Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency. Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$). - Recognise and use factor pairs and commutativity in mental calculations.
6 - Division	Recall multiplication and division facts for multiplication tables up to 12×12 (Revision of 2, 5, 10 and 3, 4, 8. TEACH – 6 & 7 TIMES TABLES DIVISION FACTS – MAY BE SPREAD OVER THE TERM)



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	■ Use place value, known and derived facts to multiply and divide mentally, including: dividing by 1. ■ Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency. Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$).
7 – Fractions	■ Recognise and show, using diagrams, families of common equivalent fractions ■ Practise counting using simple fractions (include use of number line) ■ Add and subtract fractions with the same denominator
8 - Fractions & Decimals	■ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ■ Recognise and write decimal equivalents of any number of tenths or hundredths ■ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ■ Practise counting using simple decimals (include use of number line) ■ 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 ■ 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



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9. Measurement – Time	▪ Convert between different units of measure related to time ▪ Estimate, compare and calculate different measures (related to time) ▪ Read, write and convert time between analogue and digital 12 hour clocks
10 – 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
11. Geometry – properties of shapes	▪ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ▪ Identify acute and obtuse angles and compare and order angles up to two right angles by size (including compare lengths and angles to decide if a polygon is regular or irregular)
12 – Geometry – properties of shapes	▪ 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 (include in diagrams and patterns)
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	