



Maths Medium Term Overview – Spring Year 4

Year 4– Spring term	
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.
1 – Place Value Negative numbers & rounding	- Round any number to the nearest 10, 100 or 1000 - Count in multiples of 9 and 25 (continued across the academic year)
2 – Place Value Roman numerals	- Count backwards through zero to include negative numbers. - 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. - Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time. - Solve number and practical problems that involve all of the above and with increasingly large positive numbers (continue across the academic year)
3 – Addition and subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. 4-digit calculations, including up to only one exchange. Refer to addition booklet pgs 28-30 and subtraction booklet pgs 37-38, applying 'write it' stage but using 'build it', 'draw it'



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	if not secure. - Estimate and use inverse operations to check answers to a calculation (Teach estimation using rounding and revise inverse) - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. (Focus on 2 step problems)
4 & 5 Multiplication	- Recall multiplication and division facts for multiplication tables up to 12×12 (Revision of 6,7. TEACH – 9, 11, & 12 TIMES TABLES FACTS – MAY BE SPREAD OVER THE TERM) Consolidate factor pairs and commutativity. - Multiply two-digit numbers by a one-digit number using formal written layout– secure and consolidate Y3 build it, draw it, write it (grid into expanded, to short as appropriate) Refer to pg 15 multiplication booklet. - Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. - Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$. (See above)



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5 & 6 – Division	- Recall multiplication and division facts for multiplication tables up to 12×12 (Revision of 6,7. TEACH – 9, 11, & 12TIMES TABLES DIVISION FACTS – MAY BE SPREAD OVER THE TERM) - Practise to become fluent in the formal written method of short division with exact answers. Dividing 2 digit by one-digit number – consolidate and secure understanding of place value scaling from Y3 for grouping 2 digit numbers on a place value grid then progress to ‘draw it’, ‘write it’ short division 2 digit by 1 digit. Refer to pgs 17-18 division booklet. - Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers.
7– Fractions & decimals	- 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 - Solve simple money problems involving decimals to two decimal places.
8 – Measurement Length	- Connect estimation and rounding numbers to the use of measuring instruments. - Convert between different units of measure [for example, kilometres to metres] - Estimate, compare and calculate different measures (for length) - Pupils build on their understanding of place value and decimal notation to record metric measures



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9 – Measurement Area & Perimeter	▪ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ▪ Find the area of rectilinear shapes by counting squares ▪ Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. They relate area to arrays and multiplication
10 – Measurement - Mass	▪ Connect estimation and rounding numbers to the use of measuring instruments. ▪ Convert between different units of measure [for example, grams to kilograms] ▪ Estimate, compare and calculate different measures (for mass) ▪ Pupils build on their understanding of place value and decimal notation to record metric measures
11-Statistics	▪ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	