



Maths Medium Term Overview – Summer Year 4

Year 4 – Summer term	
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.
1 – Number and place value	▪ 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 – Consolidation from Spring term. ▪ 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. - Consolidation from Spring term. ▪ Count backwards through zero to include negative numbers. - Consolidation from Spring term. ▪ Solve number and practical problems that involve all of the number & place value objectives, and with increasingly large positive numbers
2- 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 more than 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’ if not secure. ▪ 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



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	why. (Consolidate & extend to more complex problems)
3- Multiplication	▪ Multiply three-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. ▪ 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.
4 – Division	▪ Practise to become fluent in the formal written method of short division with exact answers. Dividing <u>3-digit</u> by one-digit number – consolidate and secure understanding of place value scaling from Y3 for grouping <u>3-digit</u> numbers on a place value grid then progress to ‘draw it’, ‘write it’ short division <u>3-digit by 1-digit</u>. Refer to pg 19 division booklet. ▪ Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children. ▪ Recall multiplication and division facts for multiplication tables up to 12×12 (Revision of times tables in preparation for MultiplicationTable Check)
5 – Fractions & decimals	▪ Make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways,



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	such as on number lines. (consolidation and development from Spring) Extend the use of the number line to connect fractions, numbers and measures. (Consolidation of earlier objectives linked to number line work).
6 - Fractions & decimals	CONSOLIDATION OF PROBLEM SOLVING INVOLVING ALL FRACTION & DECIMAL OBJECTIVES - Solve simple measure and money problems involving fractions and decimals to two decimal places - 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
7 – Measurement Capacity	- 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
8 – Time	CONSOLIDATION OF PROBLEM SOLVING RELATED TO 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



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	days.
9 & 10 - Statistics	- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. (consolidation from Spring) - Pupils understand and use a greater range of scales in their representations. Pupils begin to relate the graphical representation of data to recording change over time. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
11 – Geometry Properties of Shape	CONSOLIDATION & EXTENSION OF PROPERTIES OF SHAPE FROM AUTUMN - Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium). - Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular. - Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape – (Focus on where line of symmetry doesn't dissect the



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	original shape)
12 – Geometry Position and Direction	- Describe positions on a 2-D grid as coordinates in the first quadrant - Describe movements between positions as translations of a given unit to the left/right and up/down - Plot specified points and draw sides to complete a given polygon. - Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate plotting ICT tools.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK	