



Maths Medium Term Overview – Spring Year 4 & 5

Year 4&5 – Spring term		
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.	
	YEAR 4 OBJECTIVES	YEAR 5 OBJECTIVES
1 – Number & Place Value	- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) – Consolidation through problem solving - Count in multiples of 9 and 25 (continued across the academic year) - Round any number to the nearest 10, 100 or 1000.	- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (Extend and apply their understanding of the number system to the fractions that they have met so far in Year 5.) - Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (Progress to include tenths and hundredths.) - Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
2 – Number & 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. - 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.	- Read Roman numerals to 1000 (M). - Recognise and describe linear number sequences, including those involving <u>fractions</u>, and find the term-to-term rule in words. - Solve number problems and practical problems that involve all of the above objectives.



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	Solve number and practical problems that involve all of the above and with increasingly large positive numbers (continue across the academic year)	
3 – Addition & 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’ 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)	- Add and subtract numbers mentally with increasingly large numbers. (Consolidation through problem solving) Refer to mental calculation strategies booklet for guidance. - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (Consolidation through problem solving) Refer to pgs 33-36 addition booklet. Refer to pgs 41-44 subtraction booklet. - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. - Solve addition and subtraction multi step problems in contexts deciding which operations and methods to use and why.
4 & 5 – Multiplication & Division	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 and divide numbers mentally drawing upon known facts. Consolidation from Autumn but to include new focus: To find factors of two-digit numbers and use factors to work out a calculation such as 16×6 by thinking of it as $16 \times 2 \times 3$.



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| | <ul style="list-style-type: none">▪ Multiply <u>three-digit numbers</u> 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.▪ Practise to become fluent in the formal written method of short division with exact answers. <u>Dividing 3-digit by one-digit number – consolidate and secure understanding of place value scaling from Y3 for grouping 3-digit numbers on a place value grid then progress to ‘draw it’, ‘write it’ short division 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.▪ 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)▪ Recognise and use factor pairs and commutativity in mental calculations. | <ul style="list-style-type: none">▪ Multiply numbers up to 4 digits by a one or <u>two-digit number</u> using a formal written method, <u>including long multiplication for 2-digit numbers.</u> Refer to pg 20 and top of pg 21 multiplication booklet.▪ Divide numbers up to 4 digits by a one-digit number using the formal written method of short division <u>and interpret remainders appropriately for the context.</u> Refer to pgs 22-23 division booklet.▪ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.▪ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. |
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6 – Fractions & Decimals (& Percentages for Y5)	- 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 - Solve simple money problems involving decimals to two decimal places.	- Read, write, <u>order and compare</u> numbers with up to 3 decimal places. - Round decimals with two decimal places to the nearest whole number and to one decimal place. - Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100. - Solve problems involving number up to 3 decimal places – continuation with Spring objectives included.
7 – 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	- Convert between different units of metric measure (for example, kg and g) - Understand and use approximate equivalences between metric units and common imperial units such as pounds. - Problem solving related to these.



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8 - Time	▪ ALL CONSOLIDATION FROM AUTUMN TERM ▪ 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 ▪ 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	▪ Read, write and convert time between analogue and digital 12- and 24-hour clocks – consolidation (Y4 revision but needs regular practice). ▪ Solve problems involving converting between units of time. consolidation
9 – Geometry – Properties of shape	▪ Revision of 3D shapes from Y3. ▪ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ▪ Problem solving related to the above.	▪ Identify 3-D shapes, including cubes and other cuboids, from 2D representations. ▪ Use the properties of rectangles to deduce related facts and find missing lengths and angles. ▪ Problem solving related to the above.
10 – Geometry – Properties of shape	▪ Identify acute and obtuse angles and compare and order angles up to two right angles by size (including	▪ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.



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	compare lengths and angles to decide if a polygon is regular or irregular) 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.	- Draw given angles, and measure them in degrees. ($^{\circ}$) - Identify angles at a point and one whole turn (total 360°), angles at a point on a straight line and a half turn (total 180°) and other multiples of 90° - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - Problem solving related to the above.
11 – Statistics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts.	- Interpreting, constructing and presenting data - Comparison, sum and difference problems using information presented in line graphs
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK		