



Maths Medium Term Overview – Summer Year 4 & 5

Year 4&5 – Summer 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	- Count backwards through zero to include negative numbers. - Consolidation from Autumn term. - 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. - Solve number and practical problems that involve all of the number & place value objectives, and with increasingly large positive numbers	- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (consolidate and extend to 10,000,000 if appropriate) - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (recap and reasoning) - Read Roman numerals to 1000 (M) (consolidation) and recognise years written in Roman numerals. Recognise and describe linear number sequences, including those involving fractions <u>and decimals</u>, and find the term-to-term rule in words. - Solve number problems and practical problems that involve all of the Number and Place Value objectives.
2 – 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,	Consolidation of mental and written methods through problem solving.



Maths Medium Term Overview – Summer Year 4 & 5

	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 why. (Consolidate & extend to more complex problems)	- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (consolidation). - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why including understanding of the equals sign. (Focus on more complex problems – include addition and subtraction of decimals with the same number of decimal places.) Refer to pgs 33-37 addition booklet. Refer to pgs 41-45 subtraction booklet.
3 & 4 – Multiplication & 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 – consolidation 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.	- Consolidation of mental and written methods through problem solving. Refer to pgs 19- 22 multiplication booklet and pgs 21-23 division booklet. - Multiply & divide whole numbers and those involving decimals by 10, 100 and 1000. - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. - Establish whether a number up to 100 is prime and recall prime numbers up to 19.



Maths Medium Term Overview – Summer Year 4 & 5

	Recall multiplication and division facts for multiplication tables up to 12×12 (Revision of times tables in preparation for Multiplication Table Check)	- Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates. - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (Consolidation), including constructing equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$). - Distributivity can be expressed as $a(b+c) = ab + ac$ - Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1,000 in converting between units such as kilometres and metres.
5 & 6 – Fractions & Decimals (& Percentages for Y5)	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, such as on number lines. (consolidation and development from Spring)	- Checking the reasonableness of answers to problems relating to tenths, hundredths and thousandths. - Adding and subtracting decimals, including a mix of whole numbers and decimals, <u>decimals with different numbers of decimal places</u>, and complements of 1



Maths Medium Term Overview – Summer Year 4 & 5

	- Extend the use of the number line to connect fractions, numbers and measures. (Consolidation of earlier objectives linked to number line work). 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	(for examples, $0.83 + 0.17 = 1$) Refer to pg 38 addition booklet and pg 46 subtraction booklet. - 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 <u>and as a decimal.</u> - Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 Solve fraction, decimal and percentage problems related to the year group objectives.
7 – Capacity & Volume	- 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	- Convert between different units of metric measure (for example, litre and millilitre) - Understand and use approximate equivalences between metric units and common imperial units such as pints. - Estimate volume and capacity estimate volume - for example, using 1 cm^3 blocks to build cuboids (including cubes) and capacity (for example, using water)



Maths Medium Term Overview – Summer Year 4 & 5

		- Measuring and calculating: solve problems using decimal notation. - Problem solving related to the above.
8 – Geometry – Properties of shape	- 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) - 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 original shape)	Problem solving related to angles objectives from Spring & Summer terms.
9 – Geometry – Position & 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	- Revision of coordinates from Y4. - Identify, describe and represent the position of a shape following a translation, using the appropriate language, and know that the shape has not changed. - Identify, describe and represent the position of a shape following a reflection or translation, using the



Maths Medium Term Overview – Summer Year 4 & 5

	- 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.	appropriate language, and know that the shape has not changed.
10 - Statistics	- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts <u>and time graphs</u>. - 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.	- Interpreting, constructing and presenting data Connect their work on coordinates and scales to their interpretation of time graphs. They begin to decide which representations of data are most appropriate and why.
11 & 12 – Measurement - Time & consolidation	CONSOLIDATION OF PROBLEM SOLVING RELATED TO ALL MEASURES Read, write and convert time between analogue and digital 12- and 24-hour clocks	- Solve problems involving converting between units of time. (Consolidation) - Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.



Maths Medium Term Overview – Summer Year 4 & 5

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| | <ul style="list-style-type: none">▪ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.▪ Connect estimation and rounding numbers to the use of measuring instruments.▪ Convert between different units of measure.▪ Estimate, compare and calculate different measures.▪ Pupils build on their understanding of place value and decimal notation to record metric measures | |
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ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK