



## Year 4 – 2025 – 2026 Maths Curriculum

Autumn Term																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Year 4	Prior learning check	Place Value				Addition and subtraction				area	Multiplication and division A			Assessment week	Multiplication and division B	
Learning Objectives		<ol style="list-style-type: none"> <li>1. To represent numbers to 1000</li> <li>2. To partition numbers to 1000</li> <li>3. To use number lines to 1000</li> <li>4. To understand the number 1000 and counting in multiples of 1000</li> <li>5. To represent numbers to 10 000</li> <li>6. To partition numbers to 10 000</li> <li>7. To flexibly partition numbers to 10 000</li> <li>8. To write numbers to 10 000 using place value grids and place value counters</li> <li>9. To find 10, 100 and 1000 more and less within 10 000</li> <li>10. Using number lines to 10 000</li> <li>11. To estimate numbers on a number line within 10 000 (including numbers between increments)</li> <li>12. To Compare numbers within 10 000</li> <li>13. To order numbers to 10 000</li> <li>14. To understand and identify Roman numerals to 100</li> <li>15. Rounding 2- and 3-digits numbers to the nearest 10</li> <li>16. Rounding 2- and 3-digits numbers to the nearest 100</li> <li>17. Rounding 2, 3 and 4 digits to the nearest 1000</li> <li>18. Round numbers to the nearest 10 100 or 1000</li> </ol>				<ol style="list-style-type: none"> <li>1. To add multiples of 1s 10s 100s 1,000s. (From 4-digit numbers)</li> <li>2. To subtract multiples of 1s 10s 100s 1,000s. (From 4 digit) numbers</li> <li>3. To add two 4-digit numbers with no exchanges</li> <li>4. To add two 4-digit numbers with one exchange</li> <li>5. To add two 4-digit numbers with multiple exchanges</li> <li>6. To Subtract two four-digit numbers with no exchanges</li> <li>7. To subtract two four-digit numbers with 1 exchange</li> <li>8. To Subtract two four-digit numbers with multiple exchanges</li> <li>9. To make choices about which method is most appropriate for a given calculation (mental or written)</li> <li>11. To estimate by using rounding to the nearest 10 100 &amp; 1000</li> <li>12. To use the inverse to check calculations</li> </ol>				<ol style="list-style-type: none"> <li>1. To learn what is area,</li> <li>2. To calculate area by count squares</li> <li>3. To make rectilinear shapes using a given number of squares</li> <li>4. To compare the areas of rectilinear shapes where the same size square has been used</li> </ol>	<ol style="list-style-type: none"> <li>1. To multiply by 3</li> <li>2. To multiply and divide by 6</li> <li>3. 6x table and division facts</li> <li>4. To multiply and divide by 9</li> <li>5. 9x tables and division facts</li> <li>6. To know the relationship between the 3x 6x 9x multiplication tables</li> <li>7. To multiply and divide by 7</li> <li>8. 7x table and division facts</li> <li>9. and multiply and divide by 11</li> <li>10. To multiply by 12</li> <li>11. To divide by 12</li> <li>12. To multiply and divide by 12</li> <li>13. To multiply by 0 and 1</li> <li>14. To divide a number by 1 and itself</li> <li>15. To multiply 3 numbers</li> </ol>				<ol style="list-style-type: none"> <li>1. To know what are Factor pairs</li> <li>2. To use factor pairs to write equivalent calculations</li> <li>3. To multiply by 10</li> <li>4. To multiply by 100</li> <li>5. To divide by 10</li> <li>6. To divide by 100</li> <li>7. To use related facts to calculate</li> <li>8. To use Informal written methods for multiplication</li> <li>9. To multiply a 2-digit number by a 1-digit number</li> <li>10. To multiply a 3-digit number by a 1-digit number</li> <li>11. To divide a 2-digit number by a 1-digit number with no remainders</li> <li>12. To divide a 2-digit number by a 1-digit number with remainders</li> <li>13. To divide a 3-digit number by a 1-digit number</li> <li>14. To calculate Correspondence problems</li> <li>15. To use efficient multiplication</li> </ol>	
Mental maths and fluency	<p><b>Counting</b>            Counting forwards and backwards in multiples of 2x 5x 10x 4x 8x 11x 3x 6x            Count backwards through zero to include negative numbers            Count in multiples of 25 250 500 100 1000</p> <p><b>Number facts</b></p> <ul style="list-style-type: none"> <li>• Compliments to 100 ( year 3) &amp; Instant recall number bonds -20 ( year 3)</li> </ul> <p><b>Addition and subtraction ( mentally and written)</b></p> <ul style="list-style-type: none"> <li>• Addition and subtraction of multiples of 10 ( crosses the boundary of 100) ( year 3) Add and subtract one, two and three digit numbers to a three digit number mentally that crosses one boundary. ( year 3)</li> <li>• Adding and subtracting <b>three-digit numbers close in value</b> e.g 150 + 151</li> <li>• Adding and subtracting <b>multiples of 10 to four-digit numbers</b> not crossing any boundaries e.g 6721 + 2000, 2035 + 300, 9043 + 50 7854- 400</li> <li>• Adding and subtracting a <b>one-digit number to a 4 digit</b> not crossing any boundaries e.g 3451 + 5 4587- 6</li> <li>• Adding a <b>one-digit number to a four-digit</b> number crossing the tens boundary e.g. 2497 + 8</li> <li>• Adding a <b>two-digit number to a 4-digit number</b> not crossing the hundreds boundary 9043 + 54</li> <li>• Adding a <b>two-digit number to a 4-digit number</b> crossing the hundreds boundary e.g. 1295 + 10 1296 + 12</li> <li>• Adding and subtracting a <b>two digit or three digit number to a 4 digit number</b> not crossing boundary e.g 8132 + 66, 2035 + 303 4587 – 52 4569 - 235</li> <li>• Adding and subtracting a <b>four digit number to a 4 digit number</b> not crossing boundaries or exchanging e.g 6721 + 2010 4568 – 2521 1892 – 1040</li> <li>• Addition and subtraction of multiples of 100 where the answer is 1,000 or less (e.g. 300 + 400 = 700, 400 + 600 = 1,000)</li> </ul> <p><b>Multiplication and division (also covered in mastering number sessions)</b></p> <ul style="list-style-type: none"> <li>• Double of multiples of 10 to 100 (e.g. double 60 = 120) ( year 3)      halves of multiples of 10 to 100 (e.g. double 60 = 120 ( year 3)      All times tables up to 12 x 12</li> </ul>															

# Spring Term

	1	2	3	4	5	6	7	8	9	10	11
<b>Year 4</b>	<b>Length and perimeter</b>		<b>fractions</b>				<b>decimals</b>		<b>Consolidation of multiplication and division</b>	<b>Assessment week</b>	<b>MTC fluency and automaticity</b>
	<ol style="list-style-type: none"> <li>To measure in kilometres and metres</li> <li>To derive equivalent lengths (kilometres and metres)</li> <li>To calculate the Perimeter of rectilinear shapes on a grid</li> <li>To calculate Perimeter of a rectangle – <i>writing lengths not counting squares</i></li> <li>To calculate the Perimeter of rectilinear shapes - both with and without grids</li> <li>To find missing lengths in rectilinear shapes</li> <li>To calculate perimeter of rectilinear shape with missing sides</li> <li>To calculate perimeter of regular polygons</li> <li>To calculate the perimeter of irregular polygons</li> </ol>		<ol style="list-style-type: none"> <li>To understand the whole with an extended range of non-unit fractions</li> <li>To count beyond one – in unit fractions</li> <li>To partition a mixed number</li> <li>To use number lines with mixed numbers</li> <li>To compare and order mixed numbers</li> <li>To understand improper fractions</li> <li>To convert mixed to improper (<math>\frac{1}{2}</math> <math>\frac{1}{3}</math> <math>\frac{1}{5}</math>)</li> <li>To convert improper to mixed (<math>\frac{1}{2}</math> <math>\frac{1}{3}</math> <math>\frac{1}{5}</math>)</li> <li>To Identify equivalent fractions on a number line</li> <li>To Identify equivalent fractions families</li> <li>To add two or more fractions with same denominators (<i>more than a whole</i>)</li> <li>To add fractions and mixed fractions – <i>same denominator</i></li> <li>To subtract two fractions - <i>same denominators</i></li> <li>To subtract from whole amounts with same denominators</li> <li>To subtract from mixed numbers with same denominators</li> </ol>				<ol style="list-style-type: none"> <li>To represent tenths as fractions</li> <li>To represent tenths as decimals</li> <li>To understand tenths using a place value chart</li> <li>To represent tenths on a number line</li> <li>To divide a 1-digit number by 10,</li> <li>To divide 2-digit numbers by 10,</li> <li>To understand hundredths as fractions</li> <li>To understand hundredths as decimals</li> <li>To understand hundredths on a place value chart</li> <li>To divide a 1 or 2 digit number by 100</li> </ol>		<b>See previous objectives from B</b>		
<b>Mental maths, fluency for spring term</b>	<b>Times tables fluency</b> To build recall within 6 seconds		<p><b>Teach 7x 12x tables</b></p> <p><b>Rounding</b></p> <ul style="list-style-type: none"> <li>Round any number to the nearest 10.</li> <li>Round any number to the nearest 100.</li> <li>Round any number to the nearest 1000</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Adding and subtracting decimals with 1 DP crossing no boundary e.g <math>1.3 + 2.5</math> <math>5.4 - 2.1</math></li> <li>Adding and subtracting near rounded decimals. <math>4.56 - 2.9</math> <math>3.54 - 0.09</math></li> <li>Add and Subtract a decimal with 1 DP from a whole number by finding the difference <math>9 - 8.7</math> <math>10 - 9.4</math></li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Use place value and known facts to multiply mentally, including: multiplying together three numbers or using multiples of 10 and 100 eg. <math>6 \times 4 = 24</math> so <math>600 \times 4 = 2400</math></li> <li>Divide mentally using place value and known or derived facts. E.g. <math>600 \div 3 = 200</math> because <math>6 \div 3 = 2</math>.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Add and subtract fractions within the same denominator. Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</li> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> </ul>								

# Summer Term

	1	2	3	4	5	6	7	8	9	10	11	12
	<b>Decimals B</b>		<b>money</b>		<b>time</b>		<b>shape</b>		<b>Statistics ( start in week 8)</b>	Assess ment week	<b>Position and direction (Start in week 9)</b>	
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>To make a whole from tenths</li> <li>To make 1 whole from hundredths.</li> <li>To partition decimals using place value parts.</li> <li>To flexibly partition decimals up to 2 decimal places</li> <li>To compare decimal numbers up to 2 decimal places</li> <li>To order decimal numbers up to 2 decimal places</li> <li>To round decimals with 1 decimal place to the nearest whole number</li> <li>To apply knowledge of decimal equivalents of hundredths and tenths to recognise and write <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> as decimal</li> </ol>		<ol style="list-style-type: none"> <li>To write money using decimals</li> <li>To convert between pounds and pence (decimal notation to pence),</li> <li>To convert between pounds and pence, (pence to decimal)</li> <li>To compare amounts of money written in the same and different format</li> <li>To Estimate money using rounding</li> <li>To add money</li> <li>To subtract money</li> <li>To multiply money</li> <li>To divide money</li> <li>To use all four methods to Solve problems with money</li> </ol>		<ol style="list-style-type: none"> <li>To know relationships between Years, months, weeks and days</li> <li>To convert and compare times recorded in hours, minutes and seconds</li> <li>To revise telling the time on 12-hour analogue – o clock and quarters</li> <li>To revise telling the time to 5 minutes</li> <li>TO revise telling the time to 1 minute</li> <li>To convert between analogue and 12-hour digital time</li> <li>To write time to the 24-hour clock</li> <li>To convert 12-hour clock times into 24-hour clock times and represent them on an analogue clock using am and pm</li> </ol>		<ol style="list-style-type: none"> <li>To understand angles as turns - using vocabulary clockwise and anticlockwise</li> <li>To identify acute and obtuse angles and classify them</li> <li>To compare and order- acute, right and obtuse angles</li> <li>To identify different triangles - scalene; equilateral, isosceles, right angled</li> <li>To identify a Quadrilaterals and distinguish between a trapezium, a rhombus and a parallelogram</li> <li>To identify and name regular and irregular polygons</li> <li>To identify lines of symmetry in any direction</li> <li>To complete a symmetric figure and reflect over a horizontal, vertical and diagonal line ( 3 lessons)</li> </ol>		<ol style="list-style-type: none"> <li>To interpret and draw pictograms</li> <li>To interpret and draw, bar charts to represent discrete data</li> <li>To solve comparison, sum and difference problems using discrete data</li> <li>To Interpret line graphs</li> <li>To draw line graphs</li> </ol>		<ol style="list-style-type: none"> <li>To describe position using coordinates in the first quadrant</li> <li>To plot coordinates in the first quadrant</li> <li>To draw 2-D shapes on a grid from given coordinates – in first quadrant</li> <li>To translate points and shapes on a coordinate grid</li> <li>To describe translation on a grid</li> </ol>	
Mental maths and fluency	MTC focus – Know all times tables with division facts											

## Key Criteria children must master to be ready for Year 5

- *Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.*
- *Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.*
- *Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.*
- *Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts*
- *Recall multiplication and division facts up to  $12 \times 12$ , and recognise products in multiplication tables as multiples of the corresponding number.*
- *Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example:  
 $74 \div 9 = 8 \text{ r } 2$  and interpret remainders appropriately according to the context*
- *Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).*
- *Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.*
- *Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.*
- *Understand and apply the distributive property of multiplication.*
- *Reason about the location of mixed numbers in the linear number system.*
- *Convert mixed numbers to improper fractions and vice versa.*
- *Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers,*
- *Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.*
- *Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.*
- *Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.*