**Year 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number and Place Value** | **Addition and Subtraction** | **Multiplication and Division** | **Fractions** | **Measurements** | **Properties of Shape** | **Position and Direction** |
| Count in multiples of 6, 7, 9, 25 and 1000 | Add numbers with up to four digits using the formal method of columnar addition | Recall multiplication and division facts for multiplication tables up to 12 × 12 | Recognise and show, using diagrams, families of common equivalent fractions | Convert between different units of measure e.g. kilometre to metre; hour to minute | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | Describe positions on a 2-D grid as coordinates in the first quadrant |
| Find 1000 more or less than a given number | Estimate and use inverse operations to check answers to a calculation | Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | Identify acute and obtuse angles and compare and order angles up to two right angles by size |

|  |  |
| --- | --- |
|   | Describe movements between positions as translations of a given unit to the left/right and up/down |

 |
| Count backwards through zero to include negative numbers | Subtract numbers with up to four digits using the formal method of columnar subtraction  | Recognise and use factor pairs and commutativity in mental calculations | Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole numberAdd and subtract fractions with the same denominator | Find the area of rectilinear shapes by counting squares | Identify lines of symmetry in 2-D shapes presented in different orientations | Plot specified points and draw sides to complete a given polygon |
| Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | Recognise and write decimal equivalents of any number of tenths or hundredths | Estimate, compare and calculate different measures, including money in pounds and pence | Complete a simple symmetric figure with respect to a specific line of symmetry | **Statistics** |
| Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |
| Order and compare numbers beyond 1000 |  | 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 | Recognise and write decimal equivalents to 1/4, 1/2, 3/4 | Read, write and convert time between analogue and digital 12- and 24-hour clocks |  | Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs |
| Identify, represent and estimate numbers using different representations including measures |  |  | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredthsRound decimals with one decimal place to the nearest whole number | Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days |  |  |
|

|  |  |
| --- | --- |
| Round any number to the nearest 10, 100 or 1000  |  |

 |  |  | Compare numbers with the same number of decimal places up to two decimal places |  |  |  |
| 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 |  |  | Solve simple measure and money problems involving fractions and decimals to two decimal places |  |  |  |
|

|  |  |
| --- | --- |
|    |  |

 |  |  |  |  |  |  |