



Year 4

Numeracy Term 1

Number:

Count forwards and backwards in 1s, 2s, 5s and 10s within 500.

Understanding Number and Number Notation.

- Recognise spoken numbers within 500.
- Read numbers within 500.
- Write numbers within 500.
- Know number “after” within 500.
- Know number “before” within 500.
- Know number “between” within 500.
- Find missing numbers in a sequence (increasing and decreasing) within 500.
- Order a set of consecutive numbers (increasing and decreasing) within 500.
- Order a set of non-consecutive numbers (increasing and decreasing) within 500.
- Demonstrate value of any number within 500 in terms of hundreds, tens and ones (units) using Base 10 materials.
- Understand 0 as a place holder.
- Round numbers within 100 to the nearest 10.

Fractions

- Understand concept of fractions (halves and quarters) through practical activities.

Addition

- Use knowledge of place value to develop a practical method for vertical addition TU (with carrying).
- Develop a standard written method for vertical addition TU (with carrying), estimating the answer before calculating

Money

- Understand and use decimal recording of amounts of money up to £1.00
- Calculate change required when buying items, paying with amounts up to £1.00.
- Use efficient methods to find the total of a mixed group of coins totals up to £1.00 (e.g. by starting with the highest value coins, or by grouping lower value coins into 10p piles).
- Understand relationships between coins up to £1.00.

Mental Addition Strategies

- Mentally add 3 single digit numbers within 10.
- Mentally add 1, 2 or 0 to a number, answers within 100.
- Add 10 to any number using the 100 grid, using and explaining number patterns.



Year 4

Numeracy Term 1

- Add a multiple of 10 to a multiple of 10 using the 100 grid, using and explaining number patterns.
- Add a multiple of 10 to any number using the 100 grid, using and explaining number patterns.
- Mentally add 10 to any number, answers within 100, using and explaining number patterns
- Mentally add a multiple of 10 to a multiple of 10, answers within 100, using and explaining number patterns.
- Mentally add a multiple of 10 to any number, answers within 100, using and explaining number patterns.

Mental Subtraction Strategies

- Mentally subtract 1, 2 or 0 from a number, answers within 100.
- Subtract 10 from any number using the 100 grid, using and explaining number patterns.
- Subtract a multiple of 10 from a multiple of 10 using the 100 grid, using and explaining number patterns.
- Subtract a multiple of 10 from any number using the 100 grid, using and explaining number patterns.
- Mentally subtract 10 from any number, answers within 100, using and explaining number patterns
- Mentally subtract a multiple of 10 from a multiple of 10, answers within 100, using and explaining number patterns.
- Mentally subtract a multiple of 10 from any number, answers within 100, using and explaining number patterns.
- Mentally subtract a single digit from a single digit
- using both counting back and counting on (difference).
- Know all single digit subtraction facts with quick recall.
- Understand that addition and subtraction are inverse operations, use to check answers and use complementary addition to solve a subtraction calculation.
- From 3 given numbers within 10, give 2 addition and 2 subtraction facts
- Mentally subtract a single digit from 20 using both counting back, counting on (difference) and knowledge of equivalent subtraction from 10.
- Solve a range of addition and subtraction problems, using both written and mental calculations, selecting the operation required.

Mental Multiplication.

- Understand the 2 times multiplication facts as repeated addition, and as arrays, and develop quick recall.
- Understand that multiplication is commutative.
- Understand the 10 times multiplication facts as repeated addition, and as arrays. Develop quick recall, using understanding of commutativity.
- Understand the 5 times multiplication facts as repeated addition, and as arrays. Develop quick recall, using understanding of commutativity.



Year 4

Numeracy Term 1

Problem Solving

- Solve problems to include choosing and using appropriate operations and efficient calculation strategies +/-

Shape & Space:

- Revise 2D shapes, describe according to number of sides, corners and length of sides, curved, straight
- Recognise and name 3D shapes ~ cube, cuboid, sphere, cylinder, cone

Angles/Direction

- Understand and use “quarter turn”, $\frac{3}{4}$ turn.
- Understand and use “left”, “right” to describe direction of turn.

Handling Data:

- Use tallying methods (bar-gate convention to represent groups of 5) where it is not possible to collect all data at the same time (e.g. if surveying the frequency of different colours of cars passing along a road).
- Collect data in context of observations, surveys and experiments.
- Understand and interpret simple pie charts with up to 4 sectors, by comparing size of sectors.

Measure:

Length

- Develop an appreciation of the length of 1 metre.
- Estimate and measure using the metre as a standard unit., using “benchmarks” to help estimation, e.g. the door handle is approximately 1m above the floor.
- Approximate measurements appropriately. (e.g. if an object is not exactly 1 m long, choose the most appropriate way of recording the measurement : e.g. less than 1m, just under 1m, just over 1m, almost 1m, 1 m and a bit, more than 1 m but less than 2m, between 1m and 2m, etc)

Weight

- Develop an appreciation of the weight of 1 kilogram.
- Estimate and measure using the kilogram as a standard unit., using “benchmarks” to help estimation, e.g. a bag of sugar or a litre of water weighs 1 kg.
- Approximate measurements appropriately. (e.g. if an object is not exactly 1kg in weight, choose the most appropriate way of recording the measurement : e.g. less than 1kg, just



Year 4

Numeracy Term 1

under 1kg, just over 1kg, almost 1kg, 1 kg and a bit, more than 1 kg but less than 2kg, between 1kg and 2kg, etc)

Capacity

- Develop an appreciation of the capacity of 1 litre.
- Estimate and measure using the litre as a standard unit., using “benchmarks” to help estimation, e.g. a 1 litre milk or juice carton, a 2 litre lemonade bottle.
- Approximate measurements appropriately. (e.g. if a container does not hold not exactly 1 litre, choose the most appropriate way of recording the measurement : e.g. less than 1 litre, just under 1 litre, just over 1 litre, almost 1 litre, 1 litre and a bit, more than 1 litre but less than 2 litres, between 1 litre and 2 litres etc).

Area

- Work systematically to measure area using different
- units to cover the same area, same unit to cover different areas.

Time

- Understand use of am and pm.
- Know there are 24 hours in one day, am=12 hours and pm = 12 hours.
- Know there are 60 minutes in 1 hour and use to deduce that half hour = 30 mins and quarter hour = 15 mins.
- Understand and use quarter-to: analogue and digital time.
- Calculate durations involving hour, half past, quarter-past and quarter-to start and finish times, including counting through the hour.
- Calculate finish /start times, given the duration (hours, half hours, quarter hours) and start/finish time, including counting through the hour
- Calculate how long it will be until an event starts, and how long since an event finished: hour, half hour and quarter hour answers only.