



Hunnyhill - Year 4 2021-2022 Yearly Maths Overview- Recovery



Term	Estimated duration	Domain	Strands
Autumn 1 6 weeks +3days	10 lessons	Number and Place Value (Link to measures)	<u>Y3</u>
	13 lessons	Addition and subtraction (Link to measures)	<u>Y3</u>
	10 lessons	Multiplication and division (Link to measures)	<u>Y3</u>
Autumn 2 7 weeks	15 lessons	Fractions (Link to division and geometry)	<u>Y3</u>
	10 lessons	Number and place value (Link to measures)	<u>Y3</u>

<ul style="list-style-type: none"> • I can count in steps of 2, 3, 4, 5, 8 and 10 beyond 100 (Daily) • I can count in steps of 100 and 50 up to 1000. (Daily) • Make/represent, compare/order and write numbers up to 1000 • I can recognise the place value of each digit in a 3 digit number
<ul style="list-style-type: none"> • Develop mental strategies for addition and subtraction of 3-digit numbers and ones, tens and hundreds. • Secure understanding of place value and partitioning 3 digit numbers in different ways. • Develop rounding as a strategy to estimate and check calculation. • Introduce expanded column method for addition and subtraction. Estimating and checking using rounding.
<ul style="list-style-type: none"> • Fluently recall multiplication and division facts for 2, 4, 8, 3, 5 and 10 times tables • Use and apply related facts e.g. $6 \div 3$ to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$) • To understand when a problem requires grouping/sharing
<ul style="list-style-type: none"> • I can link fractions to division • Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one digit numbers or quantities by 10. • Recognise, find and write fractions of a discrete set of objects and of numbers: unit fractions and non-unit fractions by small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] • Compare and order unit fractions, and fractions with the same denominators • I can place fractions (halves and quarters) on a number line
<ul style="list-style-type: none"> • I can count in steps of 2, 3, 4, 5, 8 and 10 beyond 100 and count in steps of 100 and 50 up to 1000 (Daily) • I can recognise the place value of each digit in a 3 digit number • Make/represent, compare/order and write numbers up to 1000. <p style="text-align: center;"><u>Y4</u></p> <p>Daily counting: 3s, 4s, 6s, 8s, 50s, 100s.</p> <ul style="list-style-type: none"> • Introduce, represent and identify 4 digit numbers and their place value using practical equipment • Count in multiples of 6 up to 72 and relate this to my knowledge of multiples of 3's.



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			<ul style="list-style-type: none"> I can recognise the place value of each digit in a 4 digit number Can I order and compare 4 digit numbers? Can I find 1000 more or less than a given number, quickly identifying which digit will change and which stay the same? Can I round any three or four digit numbers to the nearest 10 and 100?
	10 lessons	Multiplication and division (Link to measures)	<p style="text-align: center;"><u>Y3</u></p> <ul style="list-style-type: none"> Fluently recall multiplication and division facts for 2, 4, 8, 3, 6, 5 and 10 times tables Use and apply related facts e.g. $6 \div 3$ to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$) Use and apply known table facts to solving multiplication problems involving 2 digit by 1 digit multiplication, using partitioning (Grid method with concrete apparatus) <p style="text-align: center;"><u>Y4</u></p> <p>Daily counting: 3s, 4s, 6s, 8s, 12s, 50s, 100s.</p> <ul style="list-style-type: none"> Practise and learn multiplication and division facts for 6 and the 12 times tables, linking to the 3 times table. Continue to practise mental methods of calculation, extending this to three digit numbers to derive facts (e.g. 600 divided by 3 = 20 can be derived from $2 \times 3 = 6$) Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying 3 numbers. Multiply a number by 10 and 100 explain the effect on a 2 and 3 digit numbers. (Link to place value) Divide by 10 and 100 and explain the effect on 2 and 3 digit numbers (Link to place value)
Spring 1 6 weeks	15 lessons	Number and Place Value – including introducing decimals and negative numbers (Link to measures)	<p style="text-align: center;"><u>Y4</u></p> <p>Daily counting: 3s, 4s, 6s, 8s, 11s, 12s, 25s, 50s, 100s.</p> <ul style="list-style-type: none"> Can I confidently count in multiples of 11s to 132? Can I count in multiples of 25? Can I count backwards through zero to include negative numbers? Can I compare and order numbers up to 10000? Can I round any number to the nearest 10, 100 or 1000? Introduce the concept of decimal numbers – a tenth being one divided by ten and one hundredth being one divided by 100. Can I recognise the place value of each digit in a number with 2 decimal places? (Link to money)
	10 lessons	Measures – Mass, Capacity, Length, Volume (Link to addition and subtraction)	<p style="text-align: center;"><u>Y3</u></p> <ul style="list-style-type: none"> Measure and read scales for a variety of objects using m/cm/mm/g/kg/ml/l. Solve problems which involve comparing, adding and subtracting lengths (m/cm/mm) and mass (kg/g) and capacity (ml/l) (Link to addition and subtraction strategies) Measure the perimeter of simple 2-D shapes (Link to addition and subtraction) <p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Find area of rectilinear shapes by counting squares (Link to multiplication) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres



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			<ul style="list-style-type: none"> Focusing on length, use increasing understanding of decimal notation to convert between different units of measure (mm / cm / m) (Link to x10, x100, x1000) Can I solve one and two step problems (in different units of measure) involving addition and subtraction, making decisions about which operations are needed for each step? (Link to addition and subtraction and multiplication and division) Can I use mental and written methods and strategies for adding / subtracting - beginning to work with four-digit numbers? (in line with developing understanding of numbers, the number system and place value) Where appropriate, can I use inverse operations to check calculations?
	5 lessons	Measures - Time	<p style="text-align: center;"><u>Y2</u></p> <ul style="list-style-type: none"> I can recognise and read the time when it is o'clock, half past, quarter past and quarter to the hour I can read the time to the nearest 5 minutes (GDS) <p style="text-align: center;"><u>Y3</u></p> <ul style="list-style-type: none"> Tell and write the time to the nearest minute from an analogue clock, including using Roman numerals from I to XII, and 12-hour clock. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events, for example to calculate the time taken by particular events or tasks.
Spring 2 4 weeks + 4 days (bank holiday)	10 lessons	Multiplication and division (Link to measures)	<p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Daily counting in 2, 3, 4, 5, 6, 8, 10, 11, 12 Recall fluently multiplication and division facts for the above times tables Introduce the 9 times table and explore the patterns within it Continue to develop and consolidate understanding of commutative / distributive and associative law, for example, write statements about the equality of expressions (e.g. use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$) Begin to use a grid layout for multiplying 2 and 3 digit numbers by 1 digit numbers Divide a two digit number by a one digit number – using known facts Divide a 3 digit number by a single digit number using known facts Divide by 10 and 100 and explain the effect on 2 and 3 digit numbers (Link to measures)
	5 lessons	Measures – Money (Link to addition and subtraction)	<p style="text-align: center;"><u>Y3</u></p> <ul style="list-style-type: none"> Recognise and use all notes and coins. Begin to convert pence to pounds and pounds to pence. Solve problems which involve comparing, adding and subtracting money (notes/coins). Solve problems which involving working out change through mental strategies of addition and subtraction (e.g. rounding, number lines, partitioning, etc.) <p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Can I solve one and two step problems (in the context of money) involving addition and subtraction, making decisions about which operations are needed for each step?



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	9 lessons	Geometry	<p style="text-align: center;"><u>Y3</u></p> <ul style="list-style-type: none"> Understand the terms horizontal, vertical, perpendicular and parallel when referring to lines within shapes. Recognize and talk about a range of angles – right angles, obtuse and acute angles. Talk about half, three quarter and complete turns by describing how many right angles make up each turn. <p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Can I compare and classify geometric shapes accurately talking about their properties: isosceles, scalene and equilateral triangles, parallelogram, rhombus, trapezium? Can I discuss and identify lines of symmetry when shapes are in different orientations? Can I describe positions on a 2D grid as co-ordinates in the first quadrant? Can I plot specified points and draw sides to complete given polygons?
Summer 1 7 weeks	15 lessons	Multiplication and division (Link to measures)	<p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Introduce the 7 times table and recall related division facts Continue to solve problems requiring use and application of all known multiplication and division facts. Solve multiplication problems in contexts (including two step problems, scaling and correspondence type see exemplification), choosing the appropriate operation and working with increasingly harder numbers. Divide a two digit number by a 1 digit using mental methods and jottings (see school' school calculation policy) Divide by 10 and 100 and explain the effect on 2 and 3 digit numbers (decimal answers) Recognise and use factor pairs and commutatively in mental calculations. Divide a 3 digit number by a single digit number using known facts
	15 lessons	Fractions and decimals (Link to division)	<p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Can I link fractions to division? Can I recognise the place value of each digit in a number with up to 2 decimal places? Do I understand the concept of tenths and hundredths? Can I write and use decimal equivalents of $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$? (Use hundred square to support) Can I divide a one or two digit number by 10 and 100, recognizing and explaining the effect on the digits and recognizing tenths and hundredths in the answer? Can I demonstrate my understanding of families of equivalent fractions Can I add and subtract fractions with the same denominator? Can I compare and order fractions with the same denominator?
	5 lessons	Measures - time	<p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Read the time to the nearest minute on an analogue clock Read, write and convert time between analogue and digital 12 and 24-hour clock Building upon learning about the twelve hour clock, develop understanding of telling the time and solving problems using the 24 hour clock
Summer 2 7 weeks	10 lessons	Statistics (Link to place value and	<p style="text-align: center;"><u>Y3</u></p>



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	addition and subtraction)	<ul style="list-style-type: none"> Choose an appropriate representation for presenting data (e.g. a bar chart, a pictogram or a table), explaining why the one I have chosen is the most suitable. Interpret data presented in bar charts, pictograms and tables, answering a range of questions. Demonstrate that I can read a range of scales in pictograms and bar charts. <p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Can I answer a range of questions about information presented in a range of graphical representations, including bar charts, pictograms, tables and simple line graphs? Can I present discrete and continuous data, making decisions about the most appropriate graphical representations?
10 lessons	Fractions and decimals (Link to place value)	<p style="text-align: center;"><u>Y4</u></p> <ul style="list-style-type: none"> Can I recognise the place value of each digit in a number with up to 2 decimal places? Do I understand the concept of tenths and hundredths? Can I write and use decimal equivalents of $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$? (Use hundred square to support) Can I divide a one or two digit number by 10 and 100, explain the effect on the digits – and identifying the value of the digits in the answer as units, tenths and hundredths? Can I 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? Can I solve simple measure and money problems involving fractions and decimals to two decimal places? Can I demonstrate my understanding of families of equivalent fractions? Can I add and subtract fractions with the same denominator?
5 lessons	Geometry – position and direction	<ul style="list-style-type: none"> Can I show that I understand co-ordinates in the first quadrant by describing positions and by plotting specified points? Can I solve problems to show that I understand translations?
10 lessons	Multiplication and division (Link to measures)	<ul style="list-style-type: none"> Recap on fluency of all times tables up to 12x12 and related division facts Multiply and divide numbers by 10 and 100 and explain the effect on the digits Use times tables knowledge to derive related facts that are 10 or 100 times bigger or smaller Begin to multiply two-digit and three-digit numbers by a one-digit number using formal written layout (long multiplication)