



# Ightham Primary School Mathematics

## Year 4 Terms 1 & 2

Number and place value	Calculation	
<p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C)</li> <li>know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits</li> <li>using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts</li> <li>decide which operations and methods to use and why.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally</li> <li>multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>recognise and use factor pairs</li> <li>understand commutatively in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding,</li> <li>use the distributive law to multiply two digit numbers by one digit</li> <li>solve integer scaling problems</li> <li>solve harder correspondence problems such as n objects are connected to m objects.</li> </ul>
Fractions and Decimals	Measures	Geometry
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths;</li> <li>recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>solve problems involving increasingly harder fractions to calculate quantities,</li> <li>use fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>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 hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares</li> <li>estimate, compare and calculate different measures,</li> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>
<h3>Statistics</h3>		
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>		

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