

Year 4 – Mathematics Intent

| Block | Topic | Term | Number of Weeks | Retrieval Focus |
|-------|--|------|---------------------|-----------------|
| 1 | Number and Place Value | | Estimated – 6 weeks | |
| 2 | Addition and Subtraction | | Estimated – 6 weeks | |
| 3 | Multiplication and Division | | Estimated – 6 weeks | |
| 4 | Fractions | | Estimated – 4 weeks | |
| 5 | Decimals and Money | | Estimated – 4 weeks | |
| 6 | Geometry | | Estimated – 3 weeks | |
| 7 | Statistics | | Estimated – 2 weeks | |
| 8 | Measure – Time | | Estimated – 3 weeks | |
| 9 | Measure – Length, Perimeter & Area , Mass & Capacity | | Estimated – 3 weeks | |

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| Block 1 | | | |
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| Number and Place Value | | | |
| Substantive Knowledge | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| National Curriculum | | | |
| Count in multiples of 25 and 1,000 NB multiples of 6, 7 and 9 will be covered in the multiplication unit. | | <ul style="list-style-type: none"> Can count in multiples of 25 and 100 and explain the link between the two amounts | *Introduction to resources *Counting in 1,000s *Composing 4-digit numbers and discussing column value of each digit of these numbers (including the role of 0 in a number) *Standard and non-standard partitioning *Recognising that there are 10 hundreds in a thousand, 100 tens in 1,000, 1,000 ones in 1,000 and using this to represent a 4-digit number *Finding 1,000 more or less than a given number * Comparing numbers beyond 1,000 *Ordering Numbers beyond 1,000 *Counting in 1,000s, 500s, 100s, 50s and 25s * Positioning numbers on a blank and scaled number lines with a variety of starting and ending points and a range of increments. *Substantial problem solving *Rounding numbers to the nearest 10, 100 and 1,000 *Problem Solving *Reading and representing numbers on a number line to include negative numbers * Reading and writing Roman numerals up to 100 |
| Find 1,000 more or less than a given number | | <ul style="list-style-type: none"> Can find 1,000 more than a given number and explain which digit changes Can find 1,000 less than a given number and explain which digit changes | |
| Count backwards through zero to include negative numbers | | <ul style="list-style-type: none"> Can count backwards in a range of multiples to include negative numbers and understand the value of the digits | |
| Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | 4NPV-1 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 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning | <ul style="list-style-type: none"> Can identify the number of thousands, hundreds, tens and ones in a 4-digit number | |
| Order and compare numbers beyond 1,000 | 4NPV-3 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. 4NPV-4 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 | <ul style="list-style-type: none"> Can identify the larger of two 4-digit numbers and explain reasoning Can position 4-digit numbers on a number line and explain reasoning about where they are positioned | |

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| Identify, represent and estimate numbers using different representations | 4NPV–1 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 | <ul style="list-style-type: none"> • Can use equipment to represent numbers and to explain reasoning about the size of numbers | |
| Round any number to the nearest 10, 100 or 1,000 | 4NPV–3 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. | <ul style="list-style-type: none"> • Can round numbers to the nearest 10 • Can round numbers to the nearest 100 • Can round numbers to the nearest 1,000 • Can explain the rules of rounding | |
| Solve number and practical problems that involve all of the above and with increasingly large positive numbers | | <ul style="list-style-type: none"> • Solve problems involving place value, including word problems and problems linked to money and measure | |
| 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. | | <ul style="list-style-type: none"> • Can read Roman numerals to 100 • Can understand how the numeral system developed over time | |

| Block 2 | | | |
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| Addition and Subtraction | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | 4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), | <ul style="list-style-type: none"> • Can use place value to calculate mentally • Can add and subtract multiples of 1, 10, 100 and 1,000 • Can subtract by finding the difference • Can calculate mentally by reordering • Can calculate mentally by compensating • Can use a written methods to add two 4-digit numbers, including bridging 10 and 100 • Can use a written methods to subtract two 4-digit numbers, including bridging 10 and 100 • Can use a written methods to add and 3 and 4-digit number together, including bridging 10 and 100 • Can use a written methods to subtract a 3-digit number from a 4-digit number, including bridging 10 and 100 • Can reflect on when it is appropriate to use a standard written method in an addition or subtraction calculation with up to 4 digits | <ul style="list-style-type: none"> *Scaling known facts by 10 and 100 to create related facts *Adding and Subtracting Using Place Value *Adding and Subtracting Using Partitioning *Adding 1 digit to a 3 or 4-digit number using bridging *Adding a multiple of 10 to a 3 or 4-digit number using bridging *Adding a multiple of 100 to a 4-digit number using bridging *Subtracting 1 digit from a 3 or 4-digit number using bridging *Subtracting a multiple of 10 from a 3 or 4-digit number using bridging *Subtracting a multiple of 100 from a 4-digit number using bridging *Using the concept of 'finding the difference' within subtraction *Understanding the inverse relationship between addition and subtraction and generating fact families *Using inverse operations within addition and subtraction to check calculations *Adding using partitioning and bridging *Adding using near doubles * Compensating |
| Estimate and use inverse operations to check answers to a calculation | | <ul style="list-style-type: none"> • Can estimate the answer of an addition or subtraction up to 4 digits Can use addition and subtraction to calculate the inverse | <ul style="list-style-type: none"> *Reordering calculations to look for known facts and aid efficiency *Estimation *Standard written method of addition *Standard written method of subtraction |
| Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | | <ul style="list-style-type: none"> • Can identify whether a word problem needs to be solved using addition, subtraction or combination of both • Can identify the most appropriate method of calculation to use to solve a problem • Can use a calculation skill in a problem using units of measure (km, m, cm, mm, kg, g, l, ml, hours, minutes and seconds) | <ul style="list-style-type: none"> *Adjusting (consider which children can grasp and retain this method) *Reflecting on the most efficient strategy *Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. |

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| Block 3 | | | |
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| Multiplication and Division | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Recall multiplication and division facts for multiplication tables up to 12×12 | 4NF–1 Recall multiplication and division facts up to 12×12 and recognise products in multiplication tables as multiples of the corresponding number. | <ul style="list-style-type: none"> • Can explain how to use known facts to derive others • Can recall the 2x 5x 10x tables from Year 2 • Can recall the 3x 4x 8x tables from Year 3 • Can recall the 6x table • Can recall the 7x table • Can recall the 9x table • Can recall the 11x table • Can recall the 12x table • Can derive related division facts • Understands that division cannot be done in any order | <ul style="list-style-type: none"> *Recap 2, 5 and 10 times tables including patterns and generalisations *Recap 4, 8 and 3 times tables including patterns and generalisations *Teach 6, 12, 9, 11 and 7 times tables *Links and the development of multiplication *Commutative, inverse and fact families. Solve missing box calculations using known facts and inverse operations *Multiplying by 10 and 100 |
| 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 | <p>4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)</p> <p>4MD–1 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.</p> <p>4MD–3 Understand and apply the distributive property of multiplication</p> | <ul style="list-style-type: none"> • Understands how a multiplication fact can be used to multiply by a multiple of 10 • Understands how a multiplication fact can be used to multiply by a multiple of 100 • Understands how to multiply 3 one-digit numbers together • Understands the effect of multiplying by 1 and 0 • Understands the effect of dividing by 1 • Understands how a multiplication fact can be used to solve a division calculation | <ul style="list-style-type: none"> *Dividing by 1, 10 and 100 *Using scaling numbers by 10 and 100 to solve calculations using known facts *Doubling and halving *Compensating *Distributive Law *Multiplying 3 numbers using the most efficient strategy *Additional mental strategies *Find factors of numbers using a systematic approach *Factorising *Solving problems including using scaling and correspondence *Written strategy for multiplication (Check school calculation policy) * Division if stated in school calculation policy |

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| Recognise and use factor pairs and commutativity in mental calculations | 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. | <ul style="list-style-type: none"> • Can identify factors of a 2-digit number • Understands that multiplication can be done in any order | <p>*Solve a range of problems using multiplication and division using an efficient strategy.</p> <p>*Solve multi-step problems involving all 4 operations. Choose an efficient method for calculating and explain which methods have been used.</p> |
| Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | 4MD–1 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. | <ul style="list-style-type: none"> • Can use a formal written method to multiply TU by O • Can use a formal written method to multiply HTO by O | |
| 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. | 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders | <ul style="list-style-type: none"> • Can solve word problems involving multiplication • Can solve word problems involving division • Can solve scaling problems involving measures • Can solve correspondence problems e.g. <i>There are 3 starters, mains and desserts on a menu, how many possible meals could you have?</i> | |

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| Block 4 | | | |
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| Fractions | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Recognise and show, using diagrams, families of common equivalent fractions | 4F-1 Reason about the location of mixed numbers in the linear number system 4F-2 Convert mixed numbers to improper fractions and vice versa. | <ul style="list-style-type: none"> • Can use multiplication to generate equivalent fractions. • Can simplify fractions using common factors | *Recapping children's prior knowledge of fractions *Investigating using pictorial or practical resources how to make a whole *Placing fractions on a 0-1 number line |
| 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 | | <ul style="list-style-type: none"> • Can use unit fractions to solve a problem. • Can use non-unit fractions to solve a problem. | *Placing mixed numbers and improper fractions on a number line Converting mixed numbers and improper fractions *Equivalent fractions using multiplication *Finding fractions of an amount (unit and non-unit fractions) |
| Add and subtract fractions with the same denominator | 4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers | <ul style="list-style-type: none"> • Can add and subtract fractions with a common denominator | *Adding fractions with the same denominator (total may exceed one whole) *Subtracting fractions with the same denominator (start number may be more than one whole) |

| Block 5 | | | |
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| Decimals and Money | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. | | <ul style="list-style-type: none"> Understands hundredths are dividing an object or a number into 100 equal parts. Understand tenths are dividing an object or a number into 10 equal parts. Understands hundredths can be made by dividing tenths into 10 equal parts. Can find and place hundredths on a number line. Can use hundredths in money and measure Can compare and order numbers to 2dp | *Recap year 3 decimals unit and look at counting in tenths *Using money, base 10 or a bead string investigate a hundredth as a fraction and a decimal (1 out of 100 beads is $\frac{1}{100}$ or 0.01 because we have 1 in the hundredth column *Count up and down in hundredths *Compare and order decimals *Positioning hundredths on a number line and using this to order and compare decimals to 2 dp *Rounding Decimals *Dividing a 1 or 2-digit number by 10 or 100 and reading the answer as ones, tenths and hundredths *Identifying where 0.5, 0.25 and 0.75 would be on a number line and discussing that these are positioned at $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ *Solve problems involving money |
| Recognise and write decimal equivalents of any number of tenths or hundredths | | <ul style="list-style-type: none"> Can identify and calculate $\frac{1}{10}$ as a decimal Can identify the pattern when finding other tenths. Can identify and calculate $\frac{1}{100}$ as a decimal Can identify the pattern when finding other hundredths. | |
| Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ | | <ul style="list-style-type: none"> Can recall decimal equivalent to $\frac{1}{2}$ Can recall decimal equivalent to $\frac{1}{4}$ Can recall decimal equivalent to $\frac{3}{4}$ | |
| 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 | 4MD–1 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. | <ul style="list-style-type: none"> Can explain the effect of dividing a one-digit number by 10 Can explain the effect of dividing a two-digit number by 10 Can explain the effect of dividing a one-digit number by 100 Can explain the effect of dividing a two-digit number by 100 | |
| Round decimals with one decimal place to the nearest whole number | | <ul style="list-style-type: none"> Can identify the nearest whole number to a one decimal place number. | |

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| Compare numbers with the same number of decimal places up to two decimal places | | <ul style="list-style-type: none"> • Can compare and order 1 dp numbers on a number line. • Can compare 2dp numbers on a number line | |
| Estimate, compare and calculate different measures, including money in pounds and pence | | <ul style="list-style-type: none"> • Can use decimal place value knowledge to compare different measures. • Can calculate with measures | |
| Solve simple measure and money problems involving fractions and decimals to two decimal places. | | <ul style="list-style-type: none"> • Knows how many 10ps are in a £1 • Knows how many 1ps are in a £1 • Knows how many centimetres are in a metre. • Can solve problems involving money to 2dp • Can solve problems involving length to 2dp | |

| Block 6 | | | |
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| Geometry | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | 4G–2 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. | <p>Can recall and recognise in a variety of shapes that:</p> <ul style="list-style-type: none"> • an equilateral triangle has three equal sides and three equal angles • isosceles triangles have two equal sides and two equal angles • right angled triangles have one right angle • scalene triangles have no equal sides and no equal angles • triangles cannot have more than one obtuse angle • squares have four equal sides and four right angles • rectangles have two pairs of equal and parallel sides and four right angles • parallelograms have two pairs of equal and parallel sides • rhombuses have four equal sides, two pairs of parallel sides • trapeziums have one pair of parallel sides • kites have two pairs of equal sides which are adjacent, two equal angles • Can recall the names of other polygons and their associated numbers of sides | <p>*Recap 2D shape – names and properties of shapes (regular and irregular shapes)</p> <p>*Recognising angles (obtuse, acute and right angles)</p> <p>*Comparing angles</p> <p>*Identifying angles in shapes</p> <p>*Investigating triangles, classifying and sorting</p> <p>*Investigating quadrilaterals, classifying and sorting</p> <p>*Investigating symmetrical patterns (one line of symmetry, 2 lines of symmetry, line of symmetry parallel to gridlines, line of symmetry at an angle to the gridlines)</p> <p>*Exploring symmetry in shapes</p> <p>*Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>*Using coordinates to position points and to read the position of points using the language of x and y axis</p> <p>*Can use knowledge of properties of shapes to plot a missing coordinate of a given polygon</p> |
| Identify acute and obtuse angles and compare and order angles up to two right angles by size | | <ul style="list-style-type: none"> • Can identify acute angles on their own and within shapes • Can identify obtuse angles on their own and within shapes • Can compare two or more angles up to 180° | |

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| Identify lines of symmetry in 2-D shapes presented in different orientations | 4G–3 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. | <ul style="list-style-type: none"> • Can recall and recognise in different shapes that: • A square has four lines of symmetry • A rectangle has two lines of symmetry • A rhombus has two lines of symmetry • A parallelogram has no lines of symmetry • A trapezium may or may not have a line of symmetry • A kite has one line of symmetry • An equilateral triangle has three lines of symmetry • An isosceles triangle has one line of symmetry • A regular polygon has the same of lines of symmetry as it has sides | <p>*Can use the language of coordinates and positional language to describe how a shape has been translated</p> <p>*Can translate a shape when given coordinates and positional language</p> <p>*Substantial problem solving</p> |
| Complete a simple symmetric figure with respect to a specific line of symmetry | | Can complete a pattern drawn on a square grid with: <ul style="list-style-type: none"> • one line of symmetry drawn parallel to the gridlines • one line of symmetry drawn at an angle to the gridlines • two lines of symmetry | |
| Describe positions on a 2-D grid as coordinates in the first quadrant | | <ul style="list-style-type: none"> • Can distinguish between the x and y axis. • Can draw a pair of axes in one quadrant with equal scales and integer labels. | |
| Describe movements between positions as translations of a given unit to the left/right and up/down | 4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant | <ul style="list-style-type: none"> • Can describe position of a vertex of a 2D shape in the first quadrant using a pair of coordinates. • Can translate a shape using left/right and up/down | |
| Plot specified points and draw sides to complete a given polygon | | <ul style="list-style-type: none"> • Can use properties of shape to complete the vertices of a simple shape. | |

| Block 7 | | | |
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| Statistics | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. | No specific Ready to Progress statements for statistics but use the opportunity to consolidate prior statements as appropriate e.g 4NPV–4 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 | <ul style="list-style-type: none"> Understands which is the best method of recording data e.g. <i>compare data presented in a bar chart and line graph and reason as to which is the most effective</i> Can use an appropriate scale when representing data Can answer questions from a range of different graphs e.g. <i>In which months was the temperature below 10°C?</i> | <ul style="list-style-type: none"> *Draw and interpret pictograms *Draw and interpret bar charts *Answer questions from a range of different graphs – using discrete data *Solve comparison, sum and difference problems using information presented in charts *Introduce continuous data and discuss how this is different to discrete *Represent continuous data as a line graph (link to science/topic) *Read and interpret a range of line graphs and answer questions on the data * Answer questions from a range of different graphs – using discrete data *Collect continuous data and choose how to present this and with what scale *Problem solving |
| Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | <ul style="list-style-type: none"> Can answer questions from a bar chart that involve comparison, sum and difference Can answer questions from a pictogram that involve comparison, sum and difference Can answer questions from a table that involve comparison, sum and difference Can answer questions from a line graph that involve comparison, sum and difference | |

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| Block 8 | | | |
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| Measure – Time | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Convert between different units of measure [for example, kilometre to metre; hour to minute] | | <ul style="list-style-type: none"> • Knows and understands the relationships between familiar units of measurement • Can use multiplication and division to aid conversion • Can convert an hour into minutes and vice versa • Can suggest the most appropriate unit of measure | *Reading and writing time on analogue clocks *Reading and writing time on digital clocks and converting time between analogue and digital 12-hour clocks *Reading and writing time on 24-hour clocks and converting from 12-hour to 24-hour digital clocks and analogue clocks *Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days *Making links and consolidation |
| Read, write and convert time between analogue and digital 12- and 24-hour clocks | | <ul style="list-style-type: none"> • Can read and understand 24-hour time • Can relate 24 hr notation to am and pm Can covert 12 hr into 24 hour and vice versa | |
| Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days | | <ul style="list-style-type: none"> • Can solve problems involving familiar conversions Can interpret the answer in more than one measure | |

| Block 9 | | | |
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| Measure – Length, Perimeter, Area, Capacity & Mass | | | |
| Substantive Knowledge National Curriculum | Ready to Progress | Key Performance Indicators | Sequence of learning Detailed in Planning Overview |
| Convert between different units of measure [for example, kilometre to metre; hour to minute] | No specific Ready to Progress statements for Length and Perimeter but use the opportunity to consolidate prior statements as appropriate e.g. 4NPV–3 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. | <ul style="list-style-type: none"> Knows and understands the relationships between familiar units of measurement Can use multiplication and division to aid conversion. Can convert km into m and vice versa. Can convert l into ml and vice versa. Can convert g into kg and vice versa Can suggest the most appropriate unit of measure. | <ul style="list-style-type: none"> *Recap tools and language of measure. *Recap units of measure and which units are used to measure different things. *Convert between different units of measure [for example, kilometre to metre, mm to cm] *Convert between different units of measure [g to kg] *Convert between different units of measure [l to ml] |
| Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. | NPV–4 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 | <ul style="list-style-type: none"> Can measure sides of a rectangle to calculate the perimeter. Can generalise about the perimeter of a rectangle using words and symbols. Can use the formulae $2(L+W)$ to calculate perimeter of a rectangle. | <ul style="list-style-type: none"> *Estimate, compare and calculate different measures *Problem solving around the concepts covered *Calculate the perimeter of a regular shape *Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. *Find the area of rectilinear shapes by counting squares |
| Find the area of rectilinear shapes by counting squares | 4MD–1 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. | <ul style="list-style-type: none"> Can relate area to arrays and multiplication. Can find the area of a rectangle by counting squares. | |
| Estimate, compare and calculate different measures, including money in pounds and pence | | <ul style="list-style-type: none"> Can use decimal place value knowledge to compare different measures. Can calculate with measures <p>This is covered within Decimals & Money Block</p> | |