An overview of our Maths throughout the year

Year 4

- count in 6s, 7s, 9s, 25s, 1000s and hundredths; count backwards through zero to include negative numbers
- read, write, compare, order and know place value of numbers to at least 10000 and numbers with the same number of decimal places up to two decimal place
- round any number to the nearest 10, 100 or 1000 and decimals with 1 decimal place to the nearest whole number
- add and subtract up to four-digit numbers mentally and using formal written columnar methods
- tables and division facts 12 x 12, including 0 and 1
- multiply three numbers
- multiply two and three-digit numbers by a one-digit number using formal written layout
- dividing a one or two-digit number by 10 and 100, identifying value of digits
- add and subtract fractions with the same denominator

- measure and calculate perimeter of rectilinear shapes in metres and centimetres
- find the area of rectilinear shapes by counting squares
- read, write and convert time between analogue and digital 12 and 24-hour clocks
- conversion between units of measure

- sorting and classifying quadrilateral and triangles
- identify lines of symmetry in 2-D shapes presented in different orientations
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- description positions and translations (movement) within the first quadrant

- **solve number problems and practical problems involving these ideas**

This term we will be learning:

Number
- **know** what each **digit represents** in a **four-digit** number
- **read** and **write** four-digit numbers *e.g. What number is equivalent to seven thousands, four hundreds and six ones? Write the number seven thousand and twenty in figures*
- **partition** four-digit numbers (**thousands, hundreds, tens, ones**)
- **understand** the **importance** of **zero** as a place holder in numbers such as 2036
- **know** 10, 100 or 1000 more / less than a given number using understanding of place value *e.g. 1000ml more/less than 3250 ml?*

Calculation
- **Know** multiplication **facts** for the 2,3,45,8 and 10 times table and **corresponding** division facts and learn the 6 and 12 times tables
- **Reinforce** connections between multiplication facts and division facts using arrays
- Use **doubling** to connect the 3,6 and 12 multiplication tables

- **add** and **subtract** two two-digit numbers using place value equipment and an expanded method *e.g. arrow cards, diennes,*

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- **add** and **subtract** two three-digit numbers using place value equipment and an expanded method
- begin to **introduce** exchange knowing that ten ones make 10, ten tens make 100 *e.g. 452 - 237*
- **add** and **subtract** two two-digit then three-digit numbers making at least one exchange, using formal columnar methods *e.g. 426 + 256, 746 – 418*

Fractions
- **count** on and back in **halves, quarters, fifths and tenths**
- know that **fractions are numbers** and place a set of fractions on a number line
- **read, write** and **understand** fraction notation for **unit** and **non-unit** fractions
- **recognise** fractions of **shapes/diagrams** *e.g. Which diagrams have exactly a half shaded?*

Geometry
- **know** that polygons are closed **2-D shapes** with all straight sides
- **recognise** and name different triangles (**isosceles, equilateral, scalene, right-angled**)
- **know** the **angle** and side **properties** of **scalene, isosceles and equilateral triangles**
- know that **quadrilaterals** are **four** sided polygons
- **recognise** and describe **quadrilaterals** (parallelogram, rhombus, trapezium, kite, rectangle)

This is how you can help:

Tables
Practise the 3, 4, 6, 8, 12 tables. Say them forwards and backwards.

Ask your child questions like:

What are five eights?	What is 15 divided by 5?
Seven times three?	How many threes in 21?

Number game 3
Use three dice.

If you have only one dice, roll it 3 times.

- Make three-digit numbers, e.g. if you roll 2, 4 and 6, you could make 246, 264, 426, 462, 624 and 642.
- Count on or back from each number in tens
- Create two three-digit numbers and add them together.