Year 4	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	**Number: Place Value** I can count in 1,000s I can recognise the place value of each digit in a four-digit number I can read, write and represent numbers to 10,000 using different representations I can recognise the place value of each digit up to 10,000 I can partition four-digit number into different combinations of hundreds, tens and ones e.g. 1246 = 1000 + 200 + 40 + 6, 1246 = 1100 + 130 + 16. I can find a 1,000 more or less than a given number up to 10,000 I can compare and order four digit numbers I can round any number to the nearest 10, 100, 1000 (number line) I can count in 25s I can count backwards through zero to include negative numbers I can read Roman numerals to 100				**Number: Addition and Subtraction** I can add numbers with up to 4 digits using the formal written method of column addition. I can subtract numbers with up to 4 digits using the formal written method of column subtraction. I can estimate and use inverse operations to check answers to a calculation **I can add and subtract numbers mentally to a 4 digit number**			**Number: Multiplication and Division** I can multiply and divide by 10, 100. I can multiply by 1 and 0. I can divide by 1 and itself. I can recall multiplication and division facts for multiplication tables up to 12 × 12 - 3 times table recap - 6 times table - 9 times table - 7 times table - 11 times table - 12 times table I can multiply three numbers. I can recognise and use factor pairs in mental calculations. *Two more weeks in next term for any additional teaching time required* **Only teach new knowledge (don't teach what they already know e.g. they know 9 x 3 so don't need to teach 3 x 9).** **I can follow the commutative rule for multiplication.**				Statistics
	Representations and structure Part part whole, bar model, number track, number lines, hundred square, thousand square, place value chart Place value counters, base 10, double-sided colour counters for negative numbers.				**Fluency** Automaticity of number bonds to apply to larger numbers. **Representations and structure** Part part whole, bar model, number track, number lines, place value chart Place value counters, base 10, cubes.			**Fluency** Automaticity of multiplication and division facts up to 12 x 12. **Representations and structure** Hundred square, number lines, number tracks, arrays, place value chart. Numicon, digit cards, place value counters, base 10. *equal groups of representations				

Year 4	1	2	3	4	5	6	7	8	9	10	11	12
Spring		**Number: Multiplication and Division** I can multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout to solve problems **Only teach new knowledge (don't teach what they already know e.g. they know 9 x 3 so don't need to teach 3 x 9).** **I can follow the commutative rule for multiplication.**		Measurement: Time		**Number: Fractions** I can recognise and show, common equivalent fractions. I can recognise fractions greater than one (including visual representations). I can add two or more fractions and subtract two fractions with the same denominator (including fractions greater than one and from whole amounts e.g. 2 – ¾ and 9/9 – 4/9).				**Number: Decimals** I can recognise tenths and hundredths. I can recognise tenths as decimals I can divide 1 and 2-digit numbers by 10. I can recognise that hundredth arise from dividing an object into 100 equal parts. I can recognise that a hundredth is dividing an object, number or quantities by 100. I can recognise hundredths as decimals. I can divide 1 or 2-digits by 100.		
	Consolidate	**Fluency** Automaticity of multiplication and division facts up to 12 x 12. **Representations and structure** Hundred square, number lines, number tracks, arrays, place value chart. Numicon, digit cards, place value counters, base 10. *equal groups of representations				**Fluency** Can count in fractions (familiar fractions with small denominators). Can understand that when the numerators and denominators are the same, this is equal to one whole. Can understand that when comparing unit fractions the smaller the denominator, the larger the fraction (e.g. ½ > 1/3). Can understand that when the denominators are the same, normal rules of arithmetic apply (e.g. 3/7 + 2/7 = 5/7) **Representations and structure** Bar model, shape, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole.				**Fluency** Know that the decimal place is a fixed point. Can count in decimals including counting up and down in hundredths. **Representations and structure** Bar model, shape, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form), part part whole, hundred grid, place value model, dienes, rods and flats, rulers and tape measures.		

Year 4	1	2	3	4	5	6	7	8	9	10	11	12
Summer	Consolidate	**Number: Decimals** I can make a whole. I can write decimals. I can compare numbers with the same number of decimal places up to two decimal places. I can order decimal numbers. I can round decimals with one decimal place to the nearest whole number. I can recognise and write decimal equivalents to ¼ , ½ , ¾ and of tenths and hundredths.		Measurement: Money		Measurement: Conversions, Length and Perimeter		Measurement: Area	Geometry: Properties of shape		Geometry: Position and Direction	

		Fluency Know that the decimal place is a fixed point to the right of the ones. Fluency of number bonds to 10 and 100. Can understand that tenths are larger than hundredths (e.g. 0.1 is larger than 0.01). Can understand that when comparing and ordering decimals they need to apply their knowledge of place value. **Representations and structure** Bar model, shape, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form), part part whole, hundred grid, place value model, dienes, rods and flats, rulers and tape measures.					