| Power <br> Maths <br> Unit | Wk | National Curriculum Objective | Small Steps |
| :---: | :---: | :---: | :---: |
|  | 1 | - Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) <br> - Count in multiples of 6, 7, 9, 25 and 1,000 <br> - Identify, represent and estimate numbers using different representations | Represent and partition numbers to 1000, Number line to 1000, Partition 4 digit numbers, Multiples of 1000 4 digit numbers |
|  | 2 | - Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) <br> - Find 1,000 more or less than a given number | Partition 4 digit numbers flexibly $1,10,100,1000$ more or less $1000 \mathrm{~s}, 100 \mathrm{~s}, 10 \mathrm{~s}$ and 1 s |
|  | 3 | - identify, represent and estimate numbers using different representations <br> - Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) <br> - Order and compare numbers beyond 1,000 <br> - Round any number to the nearest 10,100 or 1,000 | Number line to 10,000 <br> Between 2 multiples <br> Estimate on a number line to 10,000 , Compare <br> and order numbers to 10,000 <br> Round and order numbers to 10,000 |
|  | 4 | - Round any number to the nearest 10,100 or 1,000 | Round to the nearest 100, Round to the nearest 10 , Round to the nearest $1000,100,10$ |
|  | 5 | - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | Add and subtract $1 \mathrm{~s}, 10 \mathrm{~s}, 100 \mathrm{~s}, 1000 \mathrm{~s}$, Add two 4 digit numbers, Add two 4 digit numbers (one exchange), Add with more than one exchange, Subtract two 4 digit numbers |
|  | 6 | - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <br> - estimate and use inverse operations to check answers to a calculation | Subtract two 4 digit numbers (one exchange), Subtract two 4 digit numbers (more than one exchange), Exchange across two columns, Efficient methods, Equivalence difference |
|  | 7 | - estimate and use inverse operations to check answers to a calculation solve addition and subtraction two- step problems in contexts, deciding which operations and methods to use and why | Estimate answers, Check strategies, Problem solving (one step), Problem solving (comparison), Problem solving (two steps) |
|  | 1 | - solve addition and subtraction two- step problems in contexts, deciding which operations and methods to use and why | Problem solving (multi step) |
|  | 2 | - Find the area of rectilinear shapes by counting squares <br> - Estimate, compare and calculate different measures, including money in pounds and pence | What is area? Measure area using squares, Count squares, Make shapes <br> Compare area |
|  | 3 | - Recall multiplication and division facts for multiplication tables up to $12 \times 12$ | Multiples of 3, Multiply and divide by 6 , 6 times tables and division facts, Multiply and divide by 9,9 times tables and division facts |


|  | 4 | $\bullet$ Recall multiplication and division facts for multiplication tables up to $12 \times 12$ <br> $\bullet$ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 <br> and 1; dividing by 1; multiplying together three numbers | The 3,6 and 9 times tables, Multiply and divide by <br> 7,7 times tables and division facts, 11 and 12 <br> times tables and division facts, Multiply by 1 and <br> 0. |
| :---: | :---: | :--- | :--- | :--- |
|  | 5 | $\bullet$ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 <br> and 1; dividing by 1; multiplying together three numbers | Divide by 1 and itself, Multiply by 3 numbers |

## Year 4 MTP－Spring Term

| Power <br> Maths Unit | Wk | National Curriculum Objective | Small Steps |
| :---: | :---: | :---: | :---: |
|  | 1 | －Recognise and use factor pairs and commutativity in mental calculations | Factor pairs，Multiply and divide by 10，Multiply and divide by 100，Related facts（x），Related facts $(\div)$ ， |
|  | 2 | －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 <br> －multiply two－digit and three－digit numbers by a one－digit number using formal written layout | Multiply and add，Solve multiplication problmes <br> Informal written methods，Multiply 2 digit by 1 digit，Multiply 3 digits by 1 digit， |
|  | 3 | －recognise and use factor pairs and commutativity in mental calculations <br> －multiply two－digit and three－digit numbers by a one－digit number using formal written layout <br> －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 | Basic division，correspondence problems Division and remainders， <br> Divide 2 digit numbers，Divide 3 digit numbers， |
|  | 4 | －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 | Efficient multiplication |
| 戸へさ | 5 | －measure，compare，add and subtract：lengths（ $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ）；mass（ $\mathrm{kg} / \mathrm{g}$ ）；volume／capacity（ $\mathrm{l} / \mathrm{ml}$ ） <br> －measure the perimeter of simple 2D shapes | Compare lengths，Add lengths，Subtract lengths， Measure perimeter，Calculate perimeter |
|  | 6 | －measure the perimeter of simple 2D shapes | Problem Solving－length |
|  | 1 | －Non－statutory guidance：They practise counting using simple fractions and decimals，both forwards and backwards <br> －Reason about the location of mixed numbers in the linear number system（Ready to progress criteria（4F－ 1）） <br> －Convert mixed numbers to improper fractions and vice versa（Ready to progress criteria（4F－2）） | Count beyond 1， <br> Partition a mixed number，Number lines with mixed numbers， Compare and order mixed numbers，Convert mixed numbers to improper fractions |
|  | 2 | －Convert mixed numbers to improper fractions and vice versa（Ready to progress criteria（4F－2）） <br> －recognise and show，using diagrams，families of common equivalent fractions | Convert improper fractions to mixed numbers， Equivalent fractions，Equivalent fraction families， Simplifying fraction |
|  | 3 | －add and subtract fractions with the same denominator <br> －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 | Add／subtract 2 or more fractions，add fractions and mixed numbers，Subtract from mixed numbers，Subtract from whole numbers <br> Problem solving（＋／－）fractions |
|  | 4 | －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 | Problem solving（＋／－fractions），Problem solving （fraction of amount） <br> Fraction of an amount |


|  | 5 | - recognise and write decimal equivalents of any number of tenths or hundredths | Tenths as fractions, tenths as decimals, Tenths on a pv grid, Tenths on a number line (2) |
| :---: | :---: | :---: | :---: |
|  | 6 | - 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 <br> - recognise and write decimal equivalents of any number of tenths or hundredths | Divide 1 digit by 10, Divide 2 digits by 10, <br> Hundredths as fractions, Hundredths as decimals, Hundredths on a pv gird |
|  |  | $\bullet$ 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 | Divide $1 / 2$ digits by 100 , Dividing by 10,100 |

## Year 4 MTP-Summer Term

| PM Unit | Wk | National Curriculum Objective | Small Steps |
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| $\begin{aligned} & -\frac{n}{0} \\ & \underset{0}{0} \\ & \frac{1}{5} \\ & \bar{S} \\ & \hline 0 \end{aligned}$ | 1 | - recognise and write decimal equivalents of any number of tenths or hundredth <br> - recognise and write decimal equivalents of any number of tenths or hundredths 4 4C Number fractions (including decimals and percentages) 11 Decimals (2) 4 Compare decimals compare numbers with the same number of decimal places up to two decimal places | Make a whole, Partitioning decimals, Flexible partitioning decimals, Compare decimals, Order decimals |
|  | 2 | - round decimals with one decimal place to the nearest whole number <br> - recognise and write decimal equivalents to $1 / 4,1 / 2,3 / 4$ | Round to the nearest whole, Halves and quarters as decimals |
| $$ | 3 | - estimate, compare and calculate different measures, including money in pounds and pence | Write money using decimals, Convert between pounds and pence, Compare amounts of money, Estimate with money, Calculate with money |
|  | 4 | - estimate, compare and calculate different measures, including money in pounds and pence | Solve problems with money |
|  | 5 | - Convert between different units of measure [for example, kilometre to metre; hour to minute] | Year, months, weeks and days, Hours, minutes and seconds, Convert between analogue and digital times, Convert to 24 hr clock, Problem solving (converting time) |
|  | 6 | - identify acute and obtuse angles and compare and order angles up to two right angles by size <br> - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | Identify angles, Compare and order angle, Triangles, Quadrilaterals, Polygons, |
|  | 1 | - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes <br> - identify lines of symmetry in 2D shapes presented in different orientations <br> - complete a simple symmetric figure with respect to a specific line of symmetry | Reasoning about polygons, <br> Lines of symmetry Complete a symmetric figure |
|  | 2 | - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | Interpret charts, Solve problems with charts (2), Interpret graphs (2) |
|  | 3 | - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | Draw line graphs |
|  |  | - Describe positions on a 2D grid as coordinates in the first quadrant <br> - plot specified points and draw sides to complete a given polygon <br> - describe movements between positions as translations of a given unit to the left/right and up/down | Describe position, Describe position using coordinates, <br> Plot coordinates, Draw 2D shapes on a grid, Translate on a grid, |
|  |  | - describe movements between positions as translations of a given unit to the left/right and up/down | Describe translations on a grid |

