Autumn 1		Autumn 2	
Week 1-3	**Week 4-7**	**Week 8- 11**	**Week 11-14**
Review of column addition and subtraction https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-1-review-of-column-addition-and-subtraction/	Numbers to 1000 ***Y3 NCETM- focus on capacity and mass measure objectives (g/kg, l/ml)*** https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-2-numbers-to-1-000/	Numbers to 10,000 https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-2-numbers-to-10-000/	3,6 and 9 times table https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-4-3-6-9-times-tables/
• Identify the parts of an addition (addends and sum). • Use place value to set out column addition correctly. • Add two 2-digit numbers using column addition, including regrouping. • Solve problems using column addition. • Use known facts and strategies to check and improve accuracy. • Identify the parts of a subtraction (minuend and subtrahend). • Subtract using column subtraction, including with exchanging. • Subtract from 2-digit and 3-digit numbers. • Decide which subtraction method is most efficient.	• Read different weighing scales up to 1kg (e.g. 100g, 200g, 250g, 500g intervals). • Use tools to measure volume up to 1 litre (e.g. 100ml, 200ml, 250ml, 500ml intervals). • Measure mass in grams and kilograms. • Measure volume in millilitres and litres. • Estimate and measure mass and volume. • Record measurements in a table.	• Understand how 1,000 is made up of tens, hundreds, 100s, 200s, 250s, and 500s. • Use knowledge of 1,000 to solve problems. • Add and subtract multiples of 100 using different strategies. • Solve problems using calculation and measurement conversions. • Break apart and build four-digit numbers in different ways. • Understand and explain rounding. • Identify the previous and next multiple of 10,100 or 1000 when rounding. • Use a number line to round to the nearest 10, 100, or 1,000. • Add up to three four-digit numbers using column addition. • Subtract four-digit numbers using column subtraction. • Choose efficient strategies to solve calculations.	• Count in 3s, 6s, and 9s using the times tables. • Know that each multiple increases by 3, 6, or 9. • Understand that 6 times table facts are double the 3 times table facts. • Understand that 9 times table facts are triple the 3 times table facts. • Recognise that the 3, 6, and 9 times tables share common factors.

Spring 1		Spring 2		
Week 1-2	**Week 3-6**	**Week 7**	**Week 8**	**Week 9-11**
7 x table patterns https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-5-7-times-table-and-patterns/	Understanding and manipulating multiplicative relationships https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-6-understanding-and-manipulating-multiplicative-relationships/	Time https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-11-time/	Perimeter https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-3-perimeter/	Non-unit fractions (Y3 NCETM map) https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-9-non-unit-fractions/
• Represent counting in sevens as the 7 times table • Explain the relationship between adjacent multiples of 7 • Use knowledge of the 7 times table to solve problems • Identify patterns of odd and even numbers in the times tables • Recognise and represent square numbers. • Use knowledge of divisibility rules to solve problems linked to the 7 times table	• Understand what each number (factor) means in a multiplication equation. • Know how zero affects multiplication and division. • Partition one factor in a multiplication equation in different ways using representations- identifying the most efficient factor to partition • Use knowledge of distributive law to calculate products • Explain relationship between multiplying a number by 10 and multiples of 10 • Explain what happens when we multiply and divide numbers by 10 and 100	• Read, write, and convert time between analogue and digital (12-hour and 24-hour) clocks. • Solve problems by converting between hours and minutes, minutes and seconds, years and months, and weeks and days.	• Understand that regular polygons have equal sides and equal angles. • Know that perimeter is the distance around a 2D shape. • Recognise that different shapes can have the same perimeter. • Measure perimeter using units of length. • Calculate perimeter by adding all side lengths. • Find missing side lengths when the perimeter and some sides are known. • Calculate the perimeter of regular polygons by multiplying one side length. • Find the side length of a regular polygon by dividing the perimeter.	• Understand that non-unit fractions are made of more than one unit fraction. • Recognise and solve problems with non-unit fractions. • Identify equal and unequal parts of a whole. • Use unit fractions to find one whole. • Place fractions between 0 and 1 on a number line. • Use repeated addition of unit fractions to make non-unit fractions. • Compare, add, and subtract fractions with the same denominator. • Subtract fractions from a whole by turning the whole into a fraction. • Show a whole as a fraction in different ways.

Summer 1		Summer 2		
Week 1-5	**Week 6**	**Week 7-8**	**Week 9-10**	**Week 11-13**
Fractions greater than 1 https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-9-fractions-greater-than-1/	Parallel and perpendicular lines (Y3 NCETM) https://www.ncetm.org.uk/classroom-resources/cp-year-3-unit-10-parallel-and-perpendicular-sides-in-polygons/	Symmetry https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-10-symmetry-in-2d-shapes/	Division with remainders https://www.ncetm.org.uk/classroom-resources/cp-year-4-unit-12-division-with-remainders/	Right angles (Y3 NCETM) **Right angles | NCETM**
• Understand and show quantities made of whole numbers and fractions. • Break apart and build quantities using whole numbers and fractions. • Label and explain number lines with fractions and mixed numbers. • Find and estimate numbers on unlabelled number lines using fraction knowledge. • Compare and order mixed numbers using fraction sense. • Compare mixed numbers when: The whole number is the same The whole number and numerator are the same • Write quantities as mixed numbers or improper fractions (e.g. quarters). • Convert between mixed numbers and improper fractions. • Add and subtract mixed numbers.	• Make compound shapes by joining two polygons in different ways (same parts, different whole) • Investigate different ways of composing and decomposing a polygon (same whole, different parts) • Draw polygons on isometric paper • Use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides • Make and draw compound shapes with and without parallel and perpendicular sides • Learn to extend lines and sides to identify parallel and perpendicular lines • Make and draw triangles and quadrilaterals on circular geoboards • Draw shapes with given properties on a range of geometric grids	• Complete symmetrical patterns • Compose symmetrical shapes from two congruent shapes • Investigate lines of symmetry in 2D shapes by folding paper shape cut-outs • Find lines of symmetry in 2D shapes using a mirror • Reflect polygons in a line of symmetry • Reflect polygons that are dissected by a line of symmetry	• Interpret a division story when there is a remainder and represent it with an equation • Explain how the remainder relates to the divisor in a division equation • Explain when there will and will not be a remainder in a division equation • Use knowledge of division equations and remainders to solve problems • Interpret the answer to a division calculation to solve a proble	• Rotate lines around a point to explore different angles. • Draw triangles and quadrilaterals and identify their corners (vertices). • Recognise right angles as “square corners” in shapes and the environment. • Know that rectangles have four right angles. • Understand that a square is a rectangle with all sides the same length. • Cut rectangles and squares diagonally to explore new shapes. • Join right-angled shapes to make new shapes with four right angles at a point. • Explore and draw other shapes that include right angles.