

Year 4 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Phase 1	Place Value			Addition and Subtraction			Multiplication and division			Measures Time	
Phase 2	Geometry Shape, symmetry, position and direction			Fractions Decimals			Measures Money				
Phase 3	Measures Converting measures	Measures Length and perimeter		Geometry Angles	Fractions			Meas ure Area			
Phase 4 (EoY)	Statistics										

Ongoing throughout the year:

Time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Multiplication facts

recall multiplication and division facts for multiplication tables up to 12×12

Children should arrive in Year 4 knowing their 2, 5, 10, 3, 4 and 8 multiplication tables. If pupils do not know these with rapid recall intervention must be put in place to secure them. Opportunities to practise and apply them should be provided regularly and frequently in Autumn 1.

Counting


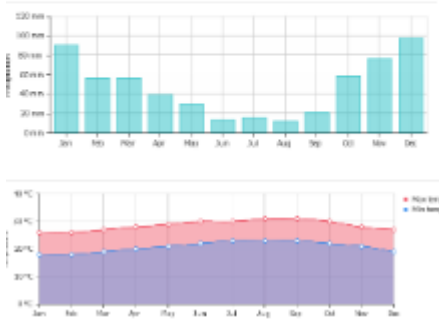
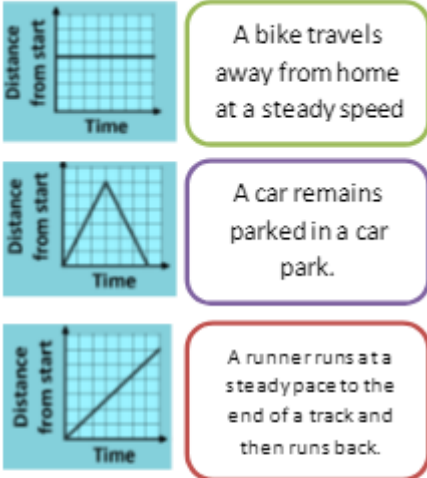
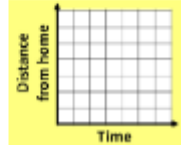
count in multiples of 6, 7, 9, 25 and 1000

Year 4 MTP – Phase 4

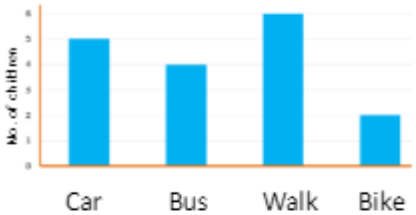
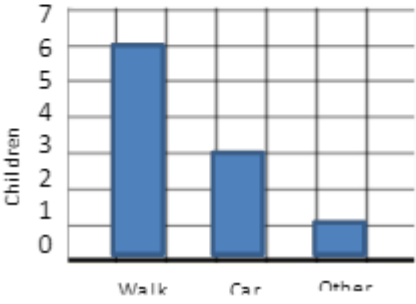
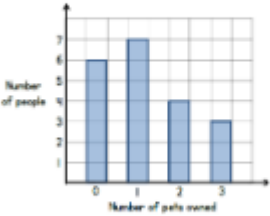
	Week 1	Week 2	Week 3	Week 4	Week 5
Main Sessions	<p><u>Statistics</u> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>		<p><u>Revisit – Number – addition, subtraction, multiplication, division, fractions and decimals</u> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>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</p> <p>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</p> <p>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</p>		
S & D sessions					



Year 4 MTP – Phase 4

Domain	NC Objectives	Example tasks fluency	Example tasks reasoning	Example tasks problem solving														
Statistics	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	<ul style="list-style-type: none"> Here is a graph showing how a group of children travel to school.  <p>Car Bus Walk Bike</p> <p>How many children get the bus to school? What is the most/least popular way to get to school?</p> <ul style="list-style-type: none"> Produce your own bar chart showing how the children in your class travel to school. Here is a table with data from a bakery on how many cakes they sold each day. Choose a way to represent this data. <table border="1" data-bbox="571 1252 974 1348"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>43</td> <td>46</td> <td>55</td> <td>72</td> <td>86</td> <td>76</td> </tr> </tbody> </table>	M	T	W	Th	F	Sa	Su	34	43	46	55	72	86	76	<ul style="list-style-type: none"> Here are two graphs showing the amount of precipitation and the temperature in Hawaii. What's the same and what's different?  <p>Draw a graph that has both the rainfall and the maximum temperature on it. How could you complete the graph? How could you place both scales on one graph? What do you notice about the different seasons in Hawaii? When is the most/least rainfall?</p> <p>Choose your own place in the world and find out the rainfall and temperature. Plot it on a bar graph and time graph.</p>	<ul style="list-style-type: none"> Can you match the graph to the activity?  <ul style="list-style-type: none"> A bike travels away from home at a steady speed A car remains parked in a car park. A runner runs at a steady pace to the end of a track and then runs back. <ul style="list-style-type: none"> Draw a distance time graph to show the following story. A man goes out for a walk with his dog. He stops at the shop to buy a paper. He walks home quickly. 
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<p>Statistics</p>	<p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	<ul style="list-style-type: none"> Use the graph to answer the questions below.  <p>How many more children walk to school than go on a bike? How many children were asked altogether? How many children come to school on a car or a bus?</p> <ul style="list-style-type: none"> Use the data in the table to answer the questions below. <table border="1" data-bbox="571 821 996 997"> <thead> <tr> <th>Colour</th> <th>Number of cars</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>9</td> </tr> <tr> <td>Red</td> <td>10</td> </tr> <tr> <td>Silver</td> <td>7</td> </tr> <tr> <td>Blue</td> <td>14</td> </tr> </tbody> </table> <p>How many cars were seen altogether? Half of the cars were _____. 7 more cars were _____ than _____. 24 cars were _____ and _____. Three quarters of the cars were _____ and _____.</p>	Colour	Number of cars	Black	9	Red	10	Silver	7	Blue	14	<ul style="list-style-type: none"> Class 2 ask 20 children this question. "How do you travel to school?" Some results are shown in the pictogram. <table border="1" data-bbox="1086 422 1400 614"> <thead> <tr> <th>Method of travel</th> <th>Number of children</th> </tr> </thead> <tbody> <tr> <td>Walk</td> <td>●●●●●●●●</td> </tr> <tr> <td>Car</td> <td></td> </tr> <tr> <td>Other</td> <td></td> </tr> </tbody> </table> <p>● = 2 children</p> <p>The number of children who travel by car is half the number who walk to school. Complete the pictogram.</p> <ul style="list-style-type: none"> Here is a bar graph showing the same data as above. Explain what mistake has been made. 	Method of travel	Number of children	Walk	●●●●●●●●	Car		Other		<ul style="list-style-type: none"> Year 4 are doing a survey. They ask 20 people the question 'How many pets do you own?' The results are shown in this bar chart.  <p>How many pets in total do these people own?</p>
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