Year 4 Maths Long Term Overview: Curriculum Prioritisation

Rationale

This overview is designed to run alongside the White Rose Schemes of Learning (Version 3.0) found here. However, these have been adapted to provide greater priority to core areas of the curriculum and the DFE ready to progress criteria. Where small steps are directly or indirectly related to DFE ready to progress criteria this is identified with a reference such as **(NPV-1),** teachers can use these to refer to the document for additional planning support. Term lengths may vary but for the purposes of this document they are seven weeks (Autumn 1, 2 and Summer 2) and six weeks (Spring 1, 2 and Summer 1).

They are fully editable and should be used as a starting point. Where small steps are deemed as essential or foundational knowledge, they have been given a suggested two-sessions to provide time for children to fully understand these concepts. **It is important to point out that there is not a designed small step for every day in certain weeks meaning teacher have room to consolidate or lengthen out other small steps not identified.** When two sessions are offered, there are different options:

1) First session can be more practical in nature before the workbook is explored
2) First session can focus solely on the fluency – this is especially useful for operational lessons where you want children to do repeated examples
3) You could simply use alternation to break small steps up. I do, you do, we do for the first part of the workbook with additional questions (fluency) before moving onto the more varied and complex questions the following day.
4) They can simply be used as buffers for essential concepts that many children struggled with, Higher attaining children can always be given additional reasoning and problem solving to attempt.

Individual considerations Y4:

- Place value has been lengthened by a week due to the number of ready-to-progress criteria in this area
- Addition and subtraction have also been lengthened by a week as consolidating understanding of exchanging is vital before the end of year 4. However, there are only 9 small steps across 4 weeks to time could easily be gained back here if children are confident in these strategies.
- Despite the essential nature of multiplication tables, this unit has not been lengthened as there should be daily teaching and practicing of tables taking place during Y4
- Fractions and multiplication and division B have been lengthened by a week as they cover a lot of RTP criteria and there are concepts that require time
- The decimals units have been left as they are due to no relatable RTP criteria. However, there is time (especially in decimals A) to focus more on certain steps
- Time has been shortened to 1 week as there are only 5 small steps and no RTP criteria. However, there is space within money to start this earlier and focus on specific small steps more

Autumn 1 New	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Units	**Number: Place Value**	**Number: Place Value**	**Number: Place Value**	**Number: Place Value**	**Number: Place Value**	**Number: Addition and subtraction**	**Number: Addition and subtraction**
Lesson objectives (Small steps)	1) Represent numbers to 1,000 **(NPV-2)** 2)Partition numbers to 1,000 **(NPV-2)** **(2 sessions)** 3)Number line to 1,000 **(NPV-3)** **(2 sessions)**	4) Thousands **(NPV-2)** 5) Represent numbers to 10,000 **(NPV-2)** 6) Partition numbers to 10,000 **(NPV-2)** 7) Flexible partitioning of numbers to 10,000 **(NPV-2)** **(2 sessions)**	8) Find 1, 10, 100, 1000 more or less **(NPV-3)** **(2 sessions)** 9) Number line to 10,000 **(NPV-3)** 10) Estimate on a number line to 10,000 **(NPV-3)** **(2 sessions)**	11) Compare numbers to 10,000 **(NPV-3)** 12) Order numbers to 10,000 **(NPV-3)** 13) Roman numerals 14)Round to the nearest 10 **(NPV-3)** **(2 sessions)**	15)Round to the nearest 100 **(NPV-3)** **(2 sessions)** 16) Round to the nearest 1,000 **(NPV-3)** **(2 sessions)** 17) Round to the nearest 10, 100 or 1,000 Lengthened A+S unit means Place Value can overrun if need be	1) Add and subtract 1s, 10s, 100s and 1000s **(2 sessions)** 2) Add up to two 4-digit numbers – no exchange **(2 sessions)** 3) Add two 4-digit numbers – one exchange **(2 sessions)**	3) Add two 4-digit numbers – one exchange **(2nd session)** 4) Add two 4-digit numbers – More than one exchange **(2 sessions)** 5) Subtract two 4-digit numbers – no exchange **(2 sessions)**
Vocabulary (Year group specific)	Four-digit Thousands	Four-digit Thousands 1000 more 1000 less	Thousands Four-digit 1000 more 1000 less	Thousands 1000 more 1000 less Four-digit Round Roman Numerals	Thousands 1000 more 1000 less Four-digit Round	4-digit number Thousands Operations Methods	4-digit number Thousands Operations Methods
Previous years Vocabulary	Count in multiples 3-digit number Hundreds 10 or 100 more 10 or 100 less	Count in multiples 3-digit number Hundreds 10 or 100 more 10 or 100 less	Count in multiples 3-digit number Hundreds 10 or 100 more 10 or 100 less	Count in multiples 3-digit number Hundreds 10 or 100 more 10 or 100 less	Count in multiples 3-digit number Hundreds 10 or 100 more 10 or 100 less	3-digit number Hundreds Column addition Column subtraction Exchange Estimate Complements Operations	3-digit number Hundreds Column addition Column subtraction Exchange Estimate Complements Operations

Spring 1 New	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	**Number: Multiplication and division B**	**Number: Multiplication and division B**	**Number: Multiplication and division B**	**Number: Multiplication and division B**	**Measurement: Length and perimeter**	**Measurement: Length and perimeter**
Lesson objectives (Small steps)	1) Factor pairs **(MD-2)** 2) Use factor pairs **(MD-2)** 3) Multiply by 10 **(MD-1)** 4) Multiply by 100 **(MD-1)**	5) Divide by 10 **(MD-1)** 6) Divide by 100 **(MD-1)** 7) Related facts – multiplication and division **(MD-2)** **(2 sessions)** 8) Informal written methods for multiplication	9) Multiply a 2-digit number by a 1-digit number **(2 sessions)** 10) Multiply a 3-digit number by a 1-digit number 11) Divide a 2-digit number by a 1-digit number (1) 12) Divide a 2-digit number by a 1-digit number (2)	13) Divide a 3-digit number by a 1-digit number 14) Correspondence problems 15) Efficient multiplication **(MD-3)** **(2 sessions)**	1) Measure in kilometres and metres 2) Equivalent lengths (kilometres and metres) 3)Perimeter on a grid **(G-2)** 4) Perimeter of a rectangle **(G-2)** 5) Perimeter of rectilinear shapes **(G-2)**	6) Find missing shapes in rectilinear shapes **(G-2)** 7) Calculate the perimeter of rectilinear shapes **(G-2)** 8) Perimeter of regular polygons **(G-2)** 9) Perimeter of polygons **(G-2)**
Vocabulary (Year group specific)	Formal written layout Factor pairs Distributive law Commutative (revisit)	Formal written layout Factor pairs Distributive law Remainders Commutative (revisit)	Formal written layout Factor pairs Distributive law Remainders Commutative (revisit)	Formal written layout Factor pairs Distributive law Remainders Commutative (revisit)	Rectilinear figure Kilometres	Rectilinear figure Kilometres
Previous years Vocabulary	Mathematical statements Missing number problems Integer scaling problems Correspondence problems Exchange Derived facts Remainders	Mathematical statements Missing number problems Integer scaling problems Correspondence problems Exchange Derived facts Remainders	Mathematical statements Missing number problems Integer scaling problems Correspondence problems Exchange Derived Facts Remainders	Mathematical statements Missing number problems Integer scaling problems Correspondence problems Exchange Derived Facts Remainders	Millimetre mm Perimeter	Millimetre mm Perimeter

Summer 1 New	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Units	**Decimals A**	**Decimals A**	**Decimals B**	**Decimals B**	**Money**	**Money/Time**
Lesson objectives (Small steps	5) Divide 1-digit number by 10 **(2 sessions)** 6) Divide 2-digit number by 10 **(2 sessions)** 7) Hundredths as fractions	8) Hundredths as decimals 9) Hundredths on a place value grid 10) Divide 1- or 2-digit number by 100 **(2 sessions)**	1) Make a whole with tenths 2) Make a whole with hundredths 3) Partition decimals 4) Flexibly partition decimals	5) Compare decimals 6) Order decimals 7) Round to the nearest whole number 8) Halves and quarters as decimals	1) Write money using decimals 2) Convert between pounds and pence 3) Compare amounts of money	4) Estimate with money 5) Calculate with money 6) Solve problems with money **Start time earlier if necessary**
Vocabulary (Year group specific)	Decimal equivalence Hundredths	Decimal equivalence Hundredths	Decimal equivalence Hundredths	Decimal equivalence Hundredths	Consolidate previous years	Consolidate previous years
Previous years Vocabulary	Tenths	Tenths	Tenths	Tenths	Money Coins Notes Pounds £ Pence p Value Change	Money Coins Notes Pounds £ Pence p Value Change