



Numeracy Implementation

Numeracy is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

Foundation Stage teach numeracy everyday - discretely - following the Early Learning goals and integrate it across the curriculum throughout the day. KS1 have 5 full sessions per week. KS2 have 5 full sessions per week plus 1 x 1 hour Schofield and Sims session on a Friday.

FS follow the Early Learning Goals; KS1 and KS2 all follow the order of FOCUS MATHS.

Year 4: Overview of the year					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 Place value, including negative numbers	1 Multiplication & Division - Mental multiplication & division	3 Place value, including Roman numerals	5 Multiplication & Division - Mental multiplication & written division	5 Place Value Counting and sequences	6 Place value
2 Place value	2 Multiplication and Division	1 Fractions and decimals.	4 Place value	3 Fractions and decimals (using measures)	2 Statistics
1 Addition and subtraction	3 Multiplication and Division Written multiplication	2 Fractions, decimals and division	3 Addition and subtraction	4 Fractions and written division	4 Addition and subtraction (using statistics)
2 Addition and subtraction (problems and inverse)	2 Measures Length, including perimeter	2 Geometry Position and direction	3 Geometry 2D shape and position	4 Measures Volume, capacity and mass	6 Fractions - Decimals
1 Geometry 2D shape	1 Statistics	3 Measures Area	6 Multiplication & Division	4 Geometry Position and area	5 Geometry Shape
1 Measures Time	Consolidate and Assess	4 Multiplication and Division (using measures and money)	Consolidate and Assess	5 Fractions	Consolidate and Assess



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Maths Vocabulary for Year 4

Number and place value	Multiplication and division	Measure	Geometry (position and direction)	Geometry (properties of shape)	Fractions	Data/statistics
<ul style="list-style-type: none">• Tenths, hundredths• Decimal (places)• Round (to nearest) thousand• More/less than Negative integers• Count through zero• Roman numerals (I to C)	<ul style="list-style-type: none">• Multiplication facts (up to 12x12)• Division facts• Inverse• Derive	<ul style="list-style-type: none">• Convert	<ul style="list-style-type: none">• Coordinates• Translation• Quadrant• x-axis, y-axis• Perimeter and area	<ul style="list-style-type: none">• Quadrilaterals• Triangles• Right angle, acute and obtuse angles	<ul style="list-style-type: none">• Equivalent decimals and fractions	<ul style="list-style-type: none">• Continuous data• Line graph



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Impact

Teachers will regularly assess and will evaluate what knowledge and skills pupils have gained against expectations.

1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	4.1.a.1 Count in multiples of 1000; count backwards through zero to include negative numbers	
	4.1.a.2 Find 1000 more or less than a given number	
	4.1.a.3 Count in multiples of 6, 7, 9 and 25	
	4.1.b.1 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)	
	4.1.b.2 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	
	4.1.b.3 Identify, represent and estimate numbers to 10 000 using different representations	
	4.1.c.1 Order and compare numbers beyond 1000	
	4.1.d.1 Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers	
	4.1.e.1 Round whole numbers to 10,000 to the nearest 10, 100 or 1000	
	4.2.a.1 Use the distributive law to multiply two digit numbers by one digit	
	4.2.a.2 Understand the inverse relationship between addition and subtraction	
	4.2.a.3 Use commutativity in mental calculations	
	4.2.a.3 Use factor pairs in mental calculations	
	4.2.b.3 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	
	4.2.c.1 Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why	
	4.2.c.2 Solve calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why	
	4.2.c.3 Solve problems involving multiplying and adding, including integer scaling and harder correspondence problems such as n objects are connected to m objects	
	4.2.d.1 Recognise factor pairs	
	4.2.d.2 Recall multiplication and division facts for multiplication tables up to 12×12	
	4.2.e.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	



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1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	4.2.e.2 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
	4.2.e.3 Divide two-digit and three-digit numbers by a one-digit number using formal written layout	
	4.2.f.1 Check answers to addition and subtraction calculations by estimating and using inverse operations	
	4.3.a.3 Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
	4.3.a.4 Divide a one- or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
	4.3.b.1 Recognise and show, using diagrams, families of common equivalent fractions	
	4.3.b.3 Recognise and write decimal equivalents of any number of tenths or hundredths and $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	
	4.3.c.2 Add and subtract fractions with the same denominator	
	4.3.c.4 Rounds decimals with one decimal place to the nearest whole number	
	4.3.c.5 Compares numbers with the same number of decimal places up to two decimal places	
	4.3.d.1 Solve problems involving harder fractions to calculate and divide quantities, including non-unit fractions where the answer is a whole number	
	4.3.d.2 Solve simple measure and money problems involving fractions and decimals to two decimal places	
	4.1.1 Read, write and convert time between analogue and digital 12- and 24-hour clocks	
	4.1.2 Convert from larger to smaller units of time	
	4.1.4 Convert from larger to smaller units of metric measure	
	4.2.1 Read time from analogue and digital 12- and 24-hour clocks	
	4.2.2 Write time from analogue and digital 12- and 24-hour clocks	
	4.2.3 Estimate and compare different measures, including money	
	4.2.4 Measure the perimeter of a rectilinear figure	
	4.2.5 Find the area of rectilinear shapes by counting squares and relate it to multiplication arrays	
	4.3.1 Continue to solve problems relating to the duration of events , involving converting hours to minutes, minutes to seconds, years to months, weeks to days	
	4.3.2 Calculate with different measures	
	4.3.3 Calculate with money in pounds and pence	
	4.3.5 Calculate the perimeter of a rectilinear figure	
	4.1.1 Complete a simple symmetric figure with respect to a specific line of symmetry	



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1 Below expectations	2 Meeting expectations	3 Exceeding expectations
	4.1.2 Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape	
	4.2.1 Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes	
	4.3.1 Identify acute and obtuse angles	
	4.3.2 Compare and order angles up to two right angles by size	
	4.4.1 Describe positions on a 2-D grid as coordinates in the first quadrant	
	4.4.2 Plot specified points and draw sides to complete a given polygon	
	4.5.1 Describe movement between positions as translations of a given unit to the left/right and up/down	
	4.1.1 Interpret discrete and continuous data using appropriate graphical methods, including time graphs	
	4.2.1 Present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	
	4.3.1 Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
	4.3.2 Begin to solve problems involving information presented in tables	