Year 4 programme of study (statutory requirements)

the concept of zero and place value.

Number and place Addition and Multiplication and Fractions (including decimals) Measurement Geometry: Geometry: value subtraction division properties of position and Pupils should be Pupils should be taught to: shapes direction Pupils should be Pupils should be Pupils should be taught to: taught to: taught to: recognise and show, using taught to: Pupils should be Pupils should recall multiplication diagrams, families of common Convert taught to: be taught to: add and equivalent fractions between different count in multiples and division facts for of 6, 7, 9, 25 and subtract numbers multiplication tables up to count up and down in hundredths: units of measure compare and describe 1000 with up to 4 digits 12×12 recognise that hundredths arise when [for example, classify geometric positions on a find 1000 more using the formal use place value, dividing an object by a hundred and kilometre to metre; shapes, including 2-D grid as known and derived facts dividing tenths by ten. or less than a given written methods hour to minutel quadrilaterals and coordinates in number of columnar to multiply and divide solve problems involving measure and triangles, based on the first count backwards addition and mentally, including: increasingly harder fractions to calculate the their properties and quadrant through zero to subtraction where multiplying by 0 and 1; calculate quantities, and fractions to perimeter of a sizes describe include negative appropriate dividing by 1; multiplying divide quantities, including non-unit rectilinear figure identify acute movements numbers estimate and together three numbers fractions where the answer is a whole and obtuse angles (including squares) between use inverse recognise and use number in centimetres and and compare and recognise the positions as place value of each factor pairs and add and subtract fractions with the order angles up to operations to metres translations of check answers to commutativity in mental two right angles by digit in a four-digit same denominator find the area of a given unit to number (thousands, a calculation calculations recognise and write decimal rectilinear shapes the left/right size hundreds, tens, and equivalents of any number of tenths or identify lines of and up/down solve addition multiply two-digit and by counting and subtraction three-digit numbers by a symmetry in 2-D plot ones) hundredths squares shapes presented order and two-step one-digit number using recognise and write decimal estimate. specified equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ formal written layout compare and in different points and compare numbers problems in beyond 1000 contexts. solve problems calculate different orientations draw sides to find the effect of dividing a one- or involving multiplying and identify, deciding which measures, complete a complete a two-digit number by 10 and 100, represent and operations and adding, including using including money in simple symmetric given polygon. identifying the value of the digits in the estimate numbers methods to use the distributive law to pounds and pence figure with respect answer as ones, tenths and hundredths read, write and using different and why. multiply two digit numbers to a specific line of round decimals with one decimal representations by one digit, integer convert time symmetry. place to the nearest whole number round anv scaling problems and between analogue compare numbers with the same number to the harder correspondence and digital 12 and number of decimal places up to two problems such as n 24-hour clocks nearest 10, 100 or objects are connected to decimal places 1000 solve problems solve simple measure and money solve number m objects involving converting problems involving fractions and from hours to and practical decimals to two decimal places. problems that minutes: minutes to seconds; years to involve all of the months; weeks to above and with increasingly large days. positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include

Statistics

taught to:

Pupils should be

interpret and

present discrete

and continuous

data using

appropriate

including bar

comparison.

problems using

presented in bar

tables and other

charts and time

graphical

methods.

graphs

solve

sum and

difference

information

pictograms,

charts.

graphs