



## Subject Progression

## Mathematics – Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All times tables with particular	All times tables with particular	All times tables with particular	All times tables with particular	All times tables with particular	All times tables with particular
focus on 12,11,9, 8 x tables	focus on 7, 6, 5, 4, 3 x tables	focus on 12,11,9, 8 x tables	focus on 7, 6, 5, 4, 3 x tables	focus on 12,11,9, 8 x tables	focus on 7, 6, 5, 4, 3 x tables
Apply place-value	Apply place-value	Apply place-value	Apply place-value	Apply place-value	Apply place-value
knowledge to known	knowledge to known	knowledge to known	knowledge to known	knowledge to known	knowledge to known
additive and multiplicative	additive and multiplicative	additive and multiplicative	additive and multiplicative	additive and multiplicative	additive and multiplicative
number facts (scaling	number facts (scaling	number facts (scaling	number facts (scaling	number facts (scaling	number facts (scaling
facts by 100)	facts by 100)	facts by 100)	facts by 100)	facts by 100)	facts by 100)
Recognise the place value of each	Reason about the location of any	Reason about the location of any	Reason about the location of	Reason about the location of	Reason about the location of
digit in four-digit numbers, and	four-digit number in the linear	four-digit number in the linear	mixed numbers in the linear	mixed numbers in the linear	mixed numbers in the linear
compose and decompose four-digit	number system, including	number system, including	number system	number system	number system
numbers using standard and	identifying the previous and next	identifying the previous and next			
nonstandard partitioning	multiple of 1,000 and 100, and	multiple of 1,000 and 100, and	Convert mixed numbers to	Convert mixed numbers to	Convert mixed numbers to
	rounding to the nearest of each	rounding to the nearest of each	improper fractions and vice versa.	improper fractions and vice versa.	improper fractions and vice versa.
Know that 10 hundreds are					
equivalent to 1 thousand, and that	Divide 1,000 into 2, 4, 5 and 10	Divide 1,000 into 2, 4, 5 and 10	Add and subtract improper and	Add and subtract improper and	Add and subtract improper and
1,000 is 10 times the size of 100;	equal parts, and read	equal parts, and read	mixed fractions with the same	mixed fractions with the same	mixed fractions with the same
apply this to identify and work out	scales/number lines marked in	scales/number lines marked in	denominator, including bridging whole numbers.	denominator, including bridging whole numbers.	denominator, including bridging whole numbers.
how many 100s there are in other	multiples of 1,000 with 2, 4, 5 and	multiples of 1,000 with 2, 4, 5 and			
four-digit multiples of 100.	10 equal parts	10 equal parts	Manipulate multiplication and	Manipulate multiplication and	Manipulate multiplication and
			division equations, and understand	division equations, and understand	division equations, and understand
Reason about the location of any	Manipulate multiplication and	Manipulate multiplication and	and apply the commutative	and apply the commutative	and apply the commutative
four-digit number in the linear	division equations, and understand	division equations, and understand	property of multiplication.	property of multiplication.	property of multiplication.
number system, including	and apply the commutative	and apply the commutative	Identify regular polygons,	Identify regular polygons,	Identify regular polygons,
identifying the previous and next	property of multiplication.	property of multiplication.	including equilateral triangles and	including equilateral triangles and	including equilateral triangles and
multiple of 1,000 and 100, and	Agultink, and divide whole such have	Identify regular polygons,	squares, as those in which the side-	squares, as those in which the side-	sauares, as those in which the side-
rounding to the nearest of each	Multiply and divide whole numbers	including equilateral triangles and	lengths are equal and the angles	lengths are equal and the angles	lengths are equal and the angles
Divide 1 000 into 2 4 5 and 10	by 10 and 100 (keeping to whole	squares, as those in which the side-	are equal.	are equal.	are equal.
Divide 1,000 into 2, 4, 5 and 10	number quotients); understand	lengths are equal and the angles	ure equun	are equan	ure equan
equal parts, and read	this as equivalent to making a	are equal.		Addition and subtraction	Addition and subtraction
scales/number lines marked in	number 10 or 100 times the size.	ure equui.	Addition and subtraction	written strategies	written strategies
multiples of 1,000 with 2, 4, 5 and		Addition and subtraction	written strategies		
10 equal parts		written strategies		Addition and subtraction of	Addition and subtraction of
	Addition and subtraction	willensitategies	Addition and subtraction of	fractions with same	fractions with same
Addition and subtraction	written strategies	Addition and subtraction of	fractions with same	denominator	denominator
written strategies		fractions with same	denominator		
Willion Sharogios	Addition and subtraction of	denominator		Multiplication and division	Multiplication and division
Addition and subtraction of	fractions with same		Multiplication and division	strategies	strategies
fractions with same	denominator	Multiplication and division	strategies		
denominator		strategies		Multiplying and dividing by 10	Multiplying and dividing by 10
	Multiplication and division	-	Multiplying and dividing by 10	and 100	and 100
	strategies		and 100		

	Multiplying and dividing by 10 and 100	Multiplying and dividing by 10 and 100	Fractions of quantities (Unit and non-unit)	Fractions of quantities (Unit and non-unit)	Fractions of quantities (Unit and non-unit)
Place Value (3 weeks) To count in multiples of 25 and	Multiplication and Division (4 weeks)	Multiplication and Division (2 weeks)	Fractions (4 weeks) To recognise and show, using	Fractions (4 weeks)	Position and Direction (2 weeks)
1,000	To use place value, known and derived facts to multiply and divide	To multiply two-digit and three- digit numbers by a one-digit	diagrams, families of common equivalent fractions	To recognise and show, using diagrams, families of common	To describe positions on a 2-D grid as coordinates in the first quadrant
To find 1,000 more or less than a given number	mentally, including: multiplying by 0 and 1; dividing by 1; multiplying	number using formal written layout To divide two-digit and three-digit	Reason about the location of	equivalent fractions	Draw polygons, specified by
To count backwards through 0 to include negative numbers	together 3 numbers	numbers by a one-digit number using formal written layout	mixed numbers in the linear number system	To count up and down in hundredths; recognise that hundredths arise when dividing an	coordinates in the first quadrant, and translate within the first
Recognise the place value of each	Understand and apply the distributive property of	To divide two-digit and three-digit numbers by a one-digit number	Convert mixed numbers to improper fractions and vice versa.	object by a 100 and dividing tenths by 10.	<i>quadrant.</i> To describe movements between
digit in four-digit numbers, and compose and decompose four-digit	<i>multiplication</i> To recognise and use factor pairs	using formal written layout	Add and subtract improper and	To solve problems involving	positions as translations of a given unit to the left/right and up/down
numbers using standard and nonstandard partitioning	and commutativity in mental calculations	Manipulate multiplication and division equations, and understand	mixed fractions with the same denominator, including bridging whole numbers.	increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-	To plot specified points and draw
Know that 10 hundreds are equivalent to 1 thousand, and that	To multiply two-digit and three- digit numbers by a one-digit	and apply the commutative property of multiplication.	To count up and down in	unit fractions where the answer is a whole number	sides to complete a given polygon.
1,000 is 10 times the size of 100; apply this to identify and work out	number using formal written layout	Solve division problems, with two- digit dividends and one-digit	hundredths; recognise that hundredths arise when dividing an	To add and subtract fractions with	To interpret and present discrete and continuous data using
how many 100s there are in other four-digit multiples of 100.	To divide two-digit and three-digit numbers by a one-digit number	divisors, that involve remainders, and interpret remainders	object by a 100 and dividing tenths by 10.	the same denominator	appropriate graphical methods, including bar charts and time
To order and compare numbers beyond 1,000	using formal written layout Manipulate multiplication and	appropriately according to the context	To solve problems involving increasingly harder fractions to	Decimals and Percentages (4 weeks)	graphs
To identify, represent and estimate	division equations, and understand and apply the commutative	To solve missing number problems including positive integer scaling	calculate quantities, and fractions to divide quantities, including non-	To recognise and write decimal equivalents of any number of tenths or hundredths	To solve comparison, sum and difference problems using information presented in bar
numbers using different representations	property of multiplication.	problems and correspondence problems.	unit fractions where the answer is a whole number	To recognise and write decimal	charts, pictograms, tables and othe graphs.
Reason about the location of any fourdigit number in the linear	Solve division problems, with two- digit dividends and one-digit	To estimate, compare and calculate	Length and Perimeter (2	equivalents to ¼; ½; ¾	Time (3 weeks)
number system, including identifying the previous and next	divisors, that involve remainders, and interpret remainders	different measures, including money in pounds and pence	weeks) To convert between different units	To find the effect of dividing a one- or two-digit number by 10 and 100,	To read, write and convert time between analogue and digital 12
multiple of 1,000 and 100, and rounding to the nearest of each	appropriately according to the context	Shape (3 weeks) Identify regular polygons,	of measure To measure and calculate the	identifying the value of the digits in the answer as ones, tenths and hundredths	and 24-hour clocks
Divide 1,000 into 2, 4, 5 and 10	Multiply and divide whole numbers by 10 and 100 (keeping to whole	including equilateral triangles and squares, as those in which the side-	perimeter of a rectilinear figure (including squares) in centimetres	To round decimals with 1 decimal	To solve problems involving converting from hours to minutes, minutes to seconds, years to
equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and	number quotients); understand this as equivalent to making a	lengths are equal and the angles are equal.	and metres	place to the nearest whole number	months, weeks to days
10 equal parts	number 10 or 100 times the size. To solve missing number problems	To compare and classify geometric		To compare numbers with the same number of decimal places up to 2 decimal places	
To read Roman numerals to 100 (I to C) and know that over time, the	including positive integer scaling problems and correspondence	shapes, including quadrilaterals and triangles, based on their properties		To solve simple measure and	
numeral system changed to include the concept of 0 and place value.	problems.	and sizes		money problems involving fractions and decimals to 2 decimal places.	

Idition and btraction, (3 weeks) add and subtract numbers with to 4 digits using the formal then methods of column ition and subtraction where ropriateTo estimate, compare and calculate different measures, including money in pounds and pencePerimeter (1 weeks) Find the perimeter of regular and irregular polygons.To find the area of rectilinear shapes by counting squaresthe perimeter of regular and gular polygons.To find the area of rectilinear shapes by counting squares	To identify acute and obtuse angles and compare and order angles up to 2 right angles by size Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry Area (1 week) To find the area of rectilinear shapes by counting squares	
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RTPC Key Concept Focus Ongoing Fluency Focus Calculation Focus