Maths Curriculum Overview 2025-2026
Year 4

	Term 1						
	Week 1 (4 days)	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7 (4 days)**
National Curriculum Strand	Number - number and place value				Number - addition and subtraction		Assessment Week
National Curriculum Objectives	- Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)	- Identify, represent and estimate numbers using different representations	- Find 1,000 more or less than a given number - Order and compare numbers beyond 1,000 - Count in multiples of 6, 7, 9, 25 and 1,000 - ~~Count backwards through 0 to include negative numbers~~ (WR INTRODUCES IN YEAR 5)	- Round any number to the nearest 10, 100 or 1,000 - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value	- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	
	- To be covered throughout: Solve number and practical problems that involve all of the above and with increasingly large positive numbers				- To be covered throughout: estimate and use inverse operations to check answers to a calculation		
Ready to Progress Criteria **TO ADD - Mersham RTP (in green)**	**(4)** 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other	**(5, 6, 7)** 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and	**(8. 9. 10, 11, 12)** 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of	**(14, 15, 16, 17)** 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of	**(1)** 4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)		

	four-digit multiples of 100	non-standard partitioning.	1,000 and 100, and rounding to the nearest of each. **(9. 10)** 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	1,000 and 100, and rounding to the nearest of each.			
White Rose Small Steps - Focus Steps in bold	1 - Represent numbers to 1,000 / 2 - Partition numbers to 1,000 (combined into one lesson?) 3 - Number Line to 1,000 **4 - Thousands**	**5 - Represent numbers to 10,000 6 - Partition numbers to 10,000 7 - Flexible partitioning of number to 10,000**	**8 - Find 1, 10, 100, 1,000 more or less 9 - Number line to 10,000 / 10 - Estimate on a number line to 10,000** (combined into one lesson?) **11 - Compare numbers to 10,000 12 - Order numbers to 10,000**	**14 - Round to the nearest 10 15 - Round to the nearest 100 16 - Round to the nearest 1,000 / 17 - Round to the nearest 10, 100 or 1,000** (combined into one lesson?) 13 - Roman numerals	**1 - Add and subtract 1s, 10s, 100s and 1,000s** 2 - Add up to two 4-digit numbers – no exchange 3 - Add two 4-digit numbers – one exchange 4 - Add two 4-digit numbers – more than one exchange	**1 - Add and subtract 1s, 10s, 100s and 1,000s** 5 - Subtract two 4-digit numbers – no exchange 6 - Subtract two 4-digit numbers – one exchange 7 - Subtract two 4-digit numbers – more than one exchange	
Previous Year Revisit	Flexible partitioning (do 2 lessons on this - W2)				N/A		
Requires Further Consolidation							

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	Term 2							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
National Curriculum Strand	**Number - addition and subtraction**	**Number - multiplication and division**						**Assessment Week**
National Curriculum Objectives	- Estimate and use inverse operations to check answers to a calculation	- Recall multiplication and division facts for multiplication tables up to 12 × 12	- Recall multiplication and division facts for multiplication tables up to 12 × 12	- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers - Recognise and use factor pairs and commutativity in mental calculations	- Recognise and use factor pairs and commutativity in mental calculations	- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	<mark>NOT A NC STEP</mark>: - Divide two-digit and three-digit numbers by a one-digit number using formal written layout (bus stop method)?	

- **To be covered throughout:** solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

- **To recap throughout unit:** Recall multiplication and division facts for multiplication tables up to 12 × 12

| **Ready to Progress Criteria**

TO ADD - Mersham RTP | **(1)** 4NF-3 Apply place-value knowledge to known additive and multiplicative | **(All steps)** 4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.
(All steps / 11, 12) 4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.
(7) 4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). |

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(in green)	number facts (scaling facts by 100)	(3, 4, 5, 6) 4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. (All steps) 4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. (3, 8, 9, 10 / 8, 15) 4MD-3 Understand and apply the distributive property of multiplication.					
White Rose Small Steps - Focus Steps in bold	**1 - Add and subtract 1s, 10s, 100s and 1,000s** 8 - Efficient subtraction 9 - Estimate answers 10 - Checking strategies	**1 - Multiples of 3 (to do as recap) / 2 - Multiply and divide by 6 3 - 6 times-table and division facts 4 - Multiply and divide by 9 5 - 9 times-table and division facts 6 - The 3, 6 and 9 times tables**	**7 - Multiply and divide by 7 8 – 7 times-table and division facts 9 – 11 times-table and division facts 10 – 12 times-table and division facts** Recap lesson (general times table focus)	**11 - Multiply by 1 and 0 12 - Divide a number by 1 and itself 13 - Multiply three numbers** 1 - Factor pairs / 2 - Use factor pairs (combined into one lesson?)	**3 - Multiply by 10 4 - Multiply by 100 5 - Divide by 10 6 - Divide by 100 7 - Related facts - multiplication and division**	**8 - Informal written methods for multiplication** 9 - Multiply a 2-digit number by a 1-digit number 10 - Multiply a 3-digit number by a 1-digit number Recap lesson(s) (formal written multiplication focus)	**11 & 12 - Divide a 2-digit number by a 1-digit number** 13 - Divide a 3-digit number by a 1-digit number 14 - Correspondence problems **15 - Efficient multiplication** Recap lesson(s) (formal written division focus)
Previous Year Revisit							
Requires Further Consolidation		Dividing by 10 and 100.					

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	Term 3					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
National Curriculum Strand	Measurement - area		Fractions			Assessment Week
National Curriculum Objectives	- convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares		- recognise and show, using diagrams, families of common equivalent fractions - count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 - 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 - add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundreds - recognise and write decimal equivalents to half and quarter			
Ready to Progress Criteria **TO ADD - Mersham RTP (in green)**	To understand that to find the perimeter, you need to find and measure each side of a shape.		4F-1 Reason about the location of mixed numbers in the linear number system. 4F-2 Convert mixed numbers to improper fractions and vice versa. 4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.			
White Rose Small Steps - Focus Steps in bold	**Step 1 Measure in kilometres and metres** **Step 2 Equivalent lengths (kilometres and metres)** **Step 3 Perimeter on a grid** **Step 4 Perimeter of a rectangle** **Step 5 Perimeter of rectilinear shapes** **Step 6 Find missing lengths in rectilinear shapes** **Step 7 Calculate the perimeter of rectilinear shapes**		**Step 1 Understand the whole** **Step 2 Count beyond 1** **Step 3 Partition a mixed number** Step 4 Number lines with mixed numbers **Step 5 Compare and order mixed numbers** **Step 6 Understand improper fractions** Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families **Step 11 Add two or more fractions**			

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	Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons	**Step 12 Add fractions and mixed numbers** **Step 13 Subtract two fractions** **Step 14 Subtract from whole amounts** **Step 15 Subtract from mixed numbers**	
Previous Year Revisit			
Requires Further Consolidation		Equivalent fractions Converting mixed number fractions into improper fractions	

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	Term 4					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 (4 days)**
National Curriculum Strand	Decimals				**Measurement - Money**	**Assessment Week**
National Curriculum Objectives	• 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 • round decimals with 1 decimal place to the nearest whole number • compare numbers with the same number of decimal places up to 2 decimal places • solve simple measure and money problems involving fractions and decimals to 2 decimal places				estimate, compare and calculate different measures, including money in pounds and pence	
Ready to Progress Criteria **TO ADD - Mersham RTP (in green)**	To be able to identify the place value of tenths and hundredths.				Write money using decimals.	
White Rose Small Steps - Focus Steps in bold	**Step 1 Tenths as fractions** **Step 2 Tenths as decimals** **Step 3 Tenths on a place value chart** Step 4 Tenths on a number line **Step 5 Divide a 1-digit number by 10** **Step 6 Divide a 2-digit number by 10** **Step 7 Hundredths as fractions** **Step 8 Hundredths as decimal** **Step 9 Hundredths on a place value chart** **Step 10 Divide a 1- or 2-digit number by 100** <u>**Decimals Unit B**</u> **Step 1 Make a whole with tenths** **Step 2 Make a whole with hundredths** **Step 3 Partition decimals** Step 4 Flexibly partition decimals **Step 5 Compare decimals** **Step 6 Order decimals** **Step 7 Round to the nearest whole number**				**Step 1 Write money using decimals** **Step 2 Convert between pounds and pence** **Step 3 Compare amounts of money** **Step 4 Estimate with money** **Step 5 Calculate with money** **Step 6 Solve problems with money**	

	Step 8 Halves and quarters as decimals		
Previous Year Revisit			
Requires Further Consolidation			

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Term 5					
	Week 1	**Week 2**	**Week 3 (4 days)**	**Week 4**	**Week 5**
National Curriculum Strand	**Consolidation and MTC**		**Measurement - Time**		
National Curriculum Objectives	To be filled with relevant catch up material and times tables revision and testing.		• read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days		
Ready to Progress Criteria **TO ADD - Mersham RTP (in green)**			Read time on an analogue clock		
White Rose Small Steps - Focus Steps in bold	To be filled with relevant catch up material and times tables revision and testing.		**Step 1 Years, months, weeks and days** **Step 2 Hours, minutes and seconds** **Step 3 Convert between analogue and digital times** **Step 4 Convert to the 24 hour clock** **Step 5 Convert from the 24 hour clock**		
Previous Year Revisit					
Requires Further Consolidation					

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	Term 6						
	Week 1 (4 days)	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
National Curriculum Strand	**Geometry - properties of shapes**		**Assessment Week**	**Geometry - position and direction**	**Statistics**	**Consolidation**	
National Curriculum Objectives	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to 2 right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry			describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	To be filled with relevant catch up material as needed.	
Ready to Progress Criteria **TO ADD - Mersham RTP (in green)**	4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. 4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. 4G-3 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			4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. 4G-2 Identify regular polygons, including equilateral triangles and squares, as those	4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.		

	respect to a specified line of symmetry.		in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. 4G–3 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.		
White Rose Small Steps - Focus Steps in bold	**Step 1 Understand angles as turns** **Step 2 Identify angles** **Step 3 Compare and order angles** **Step 4 Triangles** **Step 5 Quadrilaterals** **Step 6 Polygons** Step 7 Lines of symmetry Step 8 Complete a symmetric figure		**Step 1 Describe position using coordinates** **Step 2 Plot coordinates** **Step 3 Draw 2-D shapes on a grid** **Step 4 Translate on a grid** **Step 5 Describe translation on a grid**	**Step 1 Interpret charts** **Step 2 Comparison, sum and difference** **Step 3 Interpret line graphs** **Step 4 Draw line graphs**	To be filled with relevant catch up material as needed.
Previous Year Revisit					
Requires Further Consolidation					