

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline	AFL Daily to inform mountain differentiation, Regular end of unit tests followed by consolidation to inform Cringe Assessment Tool			Summative test followed by teaching gaps	
Place Value, Roman numerals, Addition and subtraction, Properties of numbers in multiplication and division. (money) (1-8) (9) (10-12) (13-15)		Multiplication and division, Recognising fractions including decimals, geometry including perimeter and area (13-17) (18-27) (28-31)		Geometry, Measurement including time (34-39)(32,33)	
				Consolidation – Revision of gaps as seen from summative assessment.	

Essentials

- Concrete, Pictorial, Abstract learning journeys.
- Varied Fluency, Reasoning and Problem Solving
- Reference to White Rose Small Steps
- **Statistics** taught cross-curricular with STEM and foundation subjects (Skills taught discretely in maths)(40,41)
- Opportunities should be sought for objectives to be taught cross-curricular for real life context.

Mental Maths and Times Table slot										
Count in multiples of 25	Count in multiples of 1000	Count backwards through zero to include negative numbers	Count forwards and back in Roman numerals to 100 (I to C)	Count in multiples of 6 with corresponding division facts	Count in multiples of 7 with corresponding division facts	Count in multiples of 9 with corresponding division facts	Recall multiplication and division facts for multiplication tables up to 12 × 12	Count up and down in hundredths	Count using simple fractions and decimals, both forwards and backwards. E.g. $\frac{1}{4}$ 0.25, $\frac{2}{4}$ 0.5, $\frac{3}{4}$ 0.75	Consolidate objectives based on gaps
Teachers judgement to be used to consolidate a previous objective										