Year 4 Mathematics Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	**Unit 1** Place value, addition and subtraction	**Unit 5** Multiplication	**Unit 9** Place value	**Unit 14** Addition and subtraction and money	**Unit 20** Place value	**Unit 23** Fractions
Week 2				**Unit 15** 2-D shape and sorting	**Unit 21** Addition and subtraction	
Week 3	**Unit 2** Length and perimeter	**Unit 6** Division	**Unit 10** Multiplication	**Unit 16** Position & direction		**Unit 24** 2-D and 3-D shape
Week 4	**Unit 3** Statistics	**Unit 7** Time		**Unit 17** Area	**Unit 22** Multiplication and division	**Unit 25** Statistics
				Unit 18 Statistics		
Week 5	**Unit 4** Addition and subtraction	**Unit 8** 3-D shape	**Unit 11** Division	**Unit 19** Measures		**Unit 26** Place value
Week 6		Assess and review week	**Unit 12** Addition and Subtraction	Assess and review week		Assess and review week
			Unit 13 Fractions			

Year 4 Expectations – Sequence of Learning

Autumn 1 – 6 weeks

Number and Place Value Weeks 1 and 2	Addition and Subtraction
Lesson	**Lesson Focus**
1	Exchange 10 tens for 1 hundred and vice versa using base 10 equipment Exchange 10 hundreds for 1 thousand and vice versa using place value counters
2	Identify and represent numbers up to 10,000 using concrete materials such as base 10 apparatus and place value counters Partition a four-digit number into thousands, hundreds, tens and ones
3	Identify and represent numbers with one decimal place using models such as place value counters and arrow cards Partition a number with one decimal place into tens, ones and tenths including in different ways (revisit of Y3 learning)
4	Compare two numbers and order three or more numbers up to 10,000 and numbers with one decimal place when represented using the same concrete materials saying which numbers are greater or less and use <, > and = correctly
5	Identify the multiples of 10 and 100 immediately before and after numbers with up to four-digits and round the numbers to the nearest ten and hundred
6	Identify the number 1, 10, 100 or 1,000 more or less than a given number with up to four-digits recognising which digits stay the same and which digits change
7	Recognise calculations that require counting on or back mentally e.g. 243 + 230 (counting on in hundreds and then in tens) and use this strategy where appropriate
8	From given complete sequences, identify whether these are addition/subtraction (constant step size) or multiplication/ division
9	Recognise addition calculations that require mental partitioning e.g. 765 + 231 (no boundaries crossed), 87 + 35 (boundaries crossed) and use this strategy where appropriate
10	Recognise subtraction calculations that require mental partitioning e.g. 765 – 241 (no boundaries crossed), 122 – 35 (boundaries crossed) and use this strategy where appropriate

Length and Perimeter Week 3	2-D Shape
Lesson	**Lesson Focus**
1	Measure and draw lengths as properties of 2-D shapes e.g. a triangle with one side of 82mm
2	Measure lengths in cm and mm, including cm as decimals with one decimal place e.g. 12mm and 1.2cm Compare the length of different objects including numbers to one decimal place
3	Add and subtract, including finding the difference between, lengths
4	Measure and calculate the perimeter of any rectilinear figure where all the side lengths are given Recognise where sides are the same length in oblong rectangles and square rectangles and use this when measuring and calculating perimeter
5	Recognise where the sides are the same length in L and T shaped rectilinear figures and use this when measuring and calculating perimeter Calculate the length of missing sides using known dimensions

Statistics Week 4	
Lesson	**Lesson Focus**
1	Derive and use addition and subtraction facts for 1 using number lines, bar models and related facts Derive and use addition and subtraction facts for 10 for numbers with one decimal place using number lines, bar models and related facts (recognise that when calculating addition facts to 10 the tenths total 1 and the ones total 9)

2	Present discrete data using bar charts and a scale appropriate to Year 4 counting and place value Choose the appropriate scale when representing data in a bar chart
3	Interpret data and solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a bar chart or table
4	Interpret data and solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a bar chart or table
5	Present and interpret data using pictograms with a symbols representing numbers appropriate for Year 4 (including half symbols) Solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a pictogram

Addition and Subtraction Wees 5 and 6	
Lesson	**Lesson Focus**
1	Add two numbers with four digits using formal written methods of columnar addition with exchange Use appropriate rounding to estimate the answer to a calculation
2	Add two numbers with one decimal place using formal written methods of columnar addition with exchange Use appropriate rounding to estimate the answer to a calculation
3	Add three numbers with four digits using formal written methods of columnar addition with exchange
4	Choose an appropriate strategy for a given addition calculation
5	Subtract two numbers with four digits using formal written methods of columnar subtraction with exchange Use appropriate rounding to estimate the answer to a calculation
6	Subtract two numbers with four digits using formal written methods of columnar subtraction with exchange where the greater number has 0 as a place holder e.g. 3805 – 2588 Use appropriate rounding to estimate the answer to a calculation
7	Subtract two numbers with one decimal place using formal written methods of columnar subtraction with exchange
8	Choose an appropriate strategy for a given subtraction calculation
9	Solve problems involving addition and subtraction Represent and solve a problem using structured pictorial representations such as the bar model
Learning Check Up To This Point	

Autumn 2 – 5 weeks

Multiplication Weeks 1 and 2	
Lesson	**Lesson Focus**
1	Use arrays to understand the multiplication facts for the 11 and 9 multiplication tables (including commutativity) Identify relationships within a multiplication square Derive the 11 and 9 multiplication tables from the 10 multiplication table by using 10 groups add/subtract 1 group strategy
2	Use arrays to identify what the term 'factor' means Use arrays to identify all the factor pairs of a given number
3	Recognise that multiplying by 0 gives a product of 0 and that multiplying by 1 does not change the number Understand the effect of multiplying a one- or two-digit number by 10 and 100 Recognise the relationship between a known fact and a related calculation, e.g. $6 \times 9 = 54$ and $600 \times 9 = 5400$
4	Use compensation to multiply T9 by a one-digit number
5	Use partitioning to mentally multiply TU $\times$ U

6	Use partitioning to double any number up to 4 digits (with an answer less than 10,000)
7	Use partitioning to calculate a 1TU × U using the grid method
8	Use partitioning to calculate a 1TU × U using the grid method
9	Choose an appropriate strategy to solve a calculation based upon the numbers involved
10	To solve problems involving multiplication including in measurement contexts

Mental and Written Division
Week 3

Lesson	Lesson Focus
1	Use knowledge of place value and multiplication facts to divide related greater numbers e.g. 540 ÷ 6
2	Divide two digit numbers (beyond the multiplication facts) by a single digit number using the chunking method where there is no remainder
3	Divide two digit numbers (beyond the multiplication facts) by a single digit number using the chunking method where there is a remainder
4	Recognise that dividing a number by 1 does not change the number Use concrete materials to model and describe the effect of dividing a 2-digit number by 10
5	Solve problems involving division including interpreting remainders in a given context

Time
Week 4

Lesson	Lesson Focus
1	Tell and write the time on an analogue clock to the nearest minute – past and to
2	Tell, write and match analogue and digital times (12-hour clock)
3	Know that 24-hour clock times are written using four digits Understand how times on a digital 24-hour clock are before or after midday Calculate the analogue time from a given 24-hour clock time when the hour value is greater than 12
4	Tell the time on a 24-hour clock, e.g. 16:27 is 27 minutes past 4 in the afternoon
5	Solve problems involving converting between different units of time

3-D Shape
Week 5

Lesson	Lesson Focus
1	Identify, name and describe 2-D shapes according to the properties of their sides and vertices
2	Identify and name different prisms according to their properties Describe the properties of prisms: faces – number, shape and where any are congruent (identical); number of edges and where any are of equal length; number of vertices
3	Identify and name different pyramids according to their properties Describe the properties of pyramids: faces – number, shape and where any are congruent (identical); number of edges and where any are of equal length; number of vertices
4	Identify and describe the properties of 3-D shapes: faces – number, shape and where any are congruent (identical); number of edges and where any are of equal length; number of vertices
5	Use Venn and Carroll diagrams to compare and sort 3-D shapes
Learning Check Up To This Point	

Spring 1 – 6 weeks

Number and Place Value Weeks 1 and 2	
Lesson	**Lesson Focus**
1	Identify the multiples of 1000 immediately before and after a given number Round numbers with up to four digits to the nearest thousand, e.g. 3567 rounds to 4000
2	Correctly place any number on a number line with multiples of 1000 marked but not labelled Correctly place any number on a number line with multiples of 1000 marked but not labelled with a variety of start and end points
3	Label positive and negative numbers on a demarcated number line Place temperatures including negative numbers on a number line Count backwards through zero to include negative numbers
4	Make a number with 2 decimal places using straws and place value counters Use pictorial representations such as a 10 x 10 grid to show that $\frac{1}{100}$ of an object can be found by dividing the object into one hundred equal parts Identify the value of each digit to two decimal places in a variety of ways e.g. the value of the digit 7 in 53.27 is seven hundredths, $\frac{7}{100}$ or 0.07
5	Use pictorial representations such as a 10 x 10 grid to recognise that $\frac{1}{100}$ of an object can be found by dividing $\frac{1}{10}$ of the object into ten equal parts Recognise that $\frac{10}{100}$ is equivalent to $\frac{1}{10}$ or 0.1 Recognise that $\frac{20}{100}$ is equivalent to $\frac{2}{10}$ or 0.2 and so on Write any number of hundredths in fraction and decimal form e.g. $\frac{47}{100}$ is 0.47
6	Recognise how place value columns relate to money notation i.e. units/ones column relates to the number of £1 coins; tenths column relates to the number of equivalent 10p coins; hundredths column relates to the number of equivalent 1p coins Recognise that one hundred 1p coins equal £1 Recognise that each 1p coin is $\frac{1}{100}$ of £1, hence 1p being written as £0.01 which is consistent with the columns in a place value chart
7	Make a number with 2 decimal places using place value counters and coins (£1, 10p and 1p) Understand how a number with 2 decimal places can be represented in different ways, e.g. 0.27 can $\frac{27}{100}$ or $\frac{2}{10}$ and $\frac{7}{100}$
8	Compare two or more numbers with ones, tenths and hundredths using concrete materials Order two or more numbers with ones, tenths and hundredths using concrete materials
9	Correctly place multiples of 0.01 on a number line with multiples of 0.1 marked but not labelled
10	Use concrete materials to model effect of dividing a one-digit or two-digit number by 100 Describe the effect of dividing a one-digit or two-digit number by 100
Multiplication Weeks 3 and 4	
Lesson	**Lesson Focus**
1	Recall and use multiplication and division facts for the 7 multiplication table Recall and use multiplication and division facts for the 12 multiplication table
2	Identify and describe the rule in a number sequence by calculating the difference between two adjacent numbers Extend number sequences by using the identified rule
3	Use partitioning to double a number with ones and tenths, e.g. double 6.8
4	Use partitioning to halve any four digit number where each digit is even Use partitioning to halve a number with ones and tenths where both digits are even
5	Use partitioning to halve any four digit even number where some of the digits are odd e.g. 4524 could be partitioned into 4000 + 500 + 20 + 4 or 4400 + 100 + 24 Use partitioning to halve any number with ones and tenths where the tenths digit is even e.g. half of 3.6 could be partitioned into 3 + 0.6 or 2 + 1.6

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6	Identify factor pairs of a given number within the multiplication tables that they know Use appropriate factor pairs and commutativity in mental calculations e.g. 300 x 6 = 3 x 100 x 6 which becomes 3 x 6 x 100 = 18 x 100
7	Use partitioning to calculate a three-digit number multiplied by a single digit number using grid method. Estimate multiplication by rounding to the nearest multiple of 10 or 100 and using related facts e.g. 384 x 6 ≈ 400 x 6
8	Solve problems by using partitioning to calculate a three-digit number multiplied by a single digit number using grid method Estimate multiplication by rounding to the nearest multiple of 10 or 100 and using related facts e.g. 384 x 6 ≈ 400 x 6
9	Represent multiplication of three numbers using arrays e.g. 2 x 3 x 4 can be shown using a 2 x 3 array four times Use commutativity to reorder multiplication of three numbers to simplify the calculation e.g. 4 x 7 x 5 becomes 4 x 5 x 7 = 20 x 7
10	Use inverse to check the answer to a calculation, e.g. 256 ÷ 4 = 64 can be checked by carrying out the following calculation correctly: 64 x 4

Division
Week 5

Lesson	Lesson Focus
1	Divide a two-digit number by a one-digit number using a partitioning strategy e.g. 96 ÷ 4 becomes (80 ÷ 4) + (16 ÷ 4)
2	Divide three-digit numbers by a single digit number using the chunking method where there is no remainder e.g. 248 ÷ 4
3	Divide three-digit numbers by a single digit number using the chunking method, making the calculation more efficient by subtracting more than one multiple of 10 of the divisor e.g. 248 ÷ 4 by subtracting 240 (60 groups of 4) and 8 (2 groups of 4)
4	Divide three-digit numbers by a single digit number using the chunking method, making the calculation more efficient by subtracting more than one multiple of 10 of the divisor e.g. 248 ÷ 4 by subtracting 240 (60 groups of 4) and 8 (2 groups of 4) Estimate division by rounding to the nearest multiple of 10 of the divisor and using related facts e.g. 352 ÷ 6 ≈ 360 ÷ 6
5	Use inverse to check the answer to a calculation, e.g. 78 x 6 = 468 can be checked by carrying out the following calculation correctly: 468 ÷ 6

Addition and Subtraction
Week 6

Lesson	Lesson Focus
1	Recognise calculations that require counting on or back mentally, bridging through a multiple of 10 efficiently
2	Recognise calculations that require a mental compensation method

Fractions
Week 6

Lesson	Lesson Focus
1	Where a fraction of an amount cannot be found by using known division facts, use pictorial representations, e.g. bar model, to find non-unit fractions of a set of objects, e.g. $\frac{3}{8}$ of 112
2	Use pictorial representations, such as fraction strips, to add fractions with the same denominator crossing a ones boundary, e.g. $\frac{5}{7} + \frac{4}{7} = \frac{9}{7}$ Add fractions with the same denominator crossing a ones boundary by adding the numerators
3	Use pictorial representations, such as fraction strips, to subtract fractions with the same denominator crossing a ones boundary Subtract fractions with the same denominator crossing a ones boundary by subtracting the numerators, e.g. $\frac{15}{9} - \frac{8}{9} = \frac{7}{9}$

Learning Check Up To This Point

Spring 2 – 5 weeks

Addition and Subtraction and Money
Week 1

Lesson	Lesson Focus
1	Add and subtract a three-digit number to/from a three-digit number including crossing the hundreds boundary, e.g. 203 – 96 *(This could be supported by jottings or a number line)*
2	Add more than two numbers with up to four digits using formal written method of columnar addition, e.g. 673 + 5,394 + 3,027
3	Use inverse to check the answer to a calculation, e.g. 4,423 + 2,389 = 6,812 can be checked by carrying out either of the following calculations correctly: 6,812 – 4,423 or 6,812 – 2,389
4	Add two numbers with two decimal places using formal written methods of columnar addition with exchange, e.g. 36.13 + 45.68 ***Write amounts of money using decimal notation***
5	Subtract two numbers with two decimal places using formal written methods of columnar subtraction with exchange, e.g. 43.44 - 28.62 ***Write amounts of money using decimal notation***

2-D Shape and Sorting
Weeks 2 and 3

Lesson	Lesson Focus
1	Know that an angle less than a right angle is called 'acute' Know that an angle between a right angle and a straight angle is called 'obtuse' Identify acute and obtuse angles where one of the lines is horizontal or vertical Identify acute and obtuse angles in any orientation
2	Compare any two angles less than two right angles where one of the lines is horizontal or vertical, identifying which is greater and less Order more than two angles less than two right angles where one of the lines is horizontal or vertical
3	Identify a vertical or horizontal line of symmetry in a shape From a set of shapes, identify those with a vertical or horizontal line of symmetry and those without
4	Complete a simple symmetric figure using a vertical or horizontal line of symmetry where the mirror line cuts the shape in half
5	Name triangles according to their properties (scalene, isosceles, equilateral) and use the terms regular and irregular
6	Name quadrilaterals (square rectangle, oblong rectangle, rhombus, parallelogram, kite, trapezium, isosceles trapezium) according to their properties and use the terms regular and irregular
7	Identify properties of 2-D shapes including: sides – number of sides, where any are equal, parallel and perpendicular vertices – number of vertices, size of angles (right, acute, obtuse and where angles are equal), diagonals – number, if and how they intersect, line symmetry

Position and Direction
Week 3

Lesson	Lesson Focus
1	Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points
2	Plot specified points and draw sides to complete a given polygon
3	Describe movements between positions as translations of a given unit to the left/right and up/down

Area
Week 4

Lesson	Lesson Focus
1	Know area is a measure of surface within a given boundary Find the area of irregular shapes (including those with curved sides) by counting squares

	Find the area of rectangles presented on squared paper where the sides are horizontal and vertical by counting squares
2	Use knowledge of arrays to find the area of rectangles by counting squares in groups Find the area of other rectilinear shapes presented on squared paper where the sides are horizontal and vertical by counting squares in groups

Statistics
Week 4

Lesson	Lesson Focus
1	Explain what a time graph is showing e.g. a child might describe temperature increasing or decreasing at different times during a day Answer questions using time graphs by reading from labelled values e.g. what was the temperature at 3:00pm (where each hour is labelled on the x axis)
2	Present time graphs from given data using appropriate scales
3	Answer questions using time graphs by reading from between labelled values e.g. what was the temperature at 1:30pm (where each hour is labelled on the x axis)

Measures
Week 5

Lesson	Lesson Focus
1	Measure and draw lengths (m/cm/mm) and use known measurements to make reasonable estimates including numbers to two decimal places
2	Measure, draw and compare the length of different objects including numbers to two decimal places
3	Use the relationship between different units of length to identify the calculation necessary for conversion e.g. to convert between cm and m, divide the number of cm by 100 *NB – there is no requirement in Year 4 to multiply and divide by 1,000. Therefore when converting from m to km or vice versa children would use related facts and whole numbers e.g. 1km is 1,000m so 4km is 4,000m*
4	Measure mass (kg/g) and use known measurements to make reasonable estimates including numbers to two decimal places Compare the mass of different objects including numbers to two decimal places
5	Measure volume/capacity (l/ml) and use known measurements to make reasonable estimates including numbers to two decimal places Compare the volume/capacity of different objects including numbers to two decimal places
Learning Check Up To This Point	

Summer 1 – 6 weeks

Place Value Week 1	
Lesson	**Lesson Focus**
1	Identify, represent and estimate numbers using different representations *(including the number line)* Order and compare numbers beyond 1,000
2	Find *0.1, 1, 10, 100 or* 1,000 more or less than a given number
3	Compare numbers with the same number of decimal places saying which number is more or less and use <, > and = correctly. Pay particular attention to numbers that have the same digits, e.g. 115.62 and 161.52 Order numbers with the same number of decimal places saying which numbers are greater or less. Pay particular attention to numbers that have the same digits, e.g. 65.12, 21.56 and 26.15
4	Round any number to the nearest 10, 100 or 1,000
5	Round numbers with one decimal place to the nearest whole number where the number is less than 10 Round numbers with one decimal place to the nearest whole number where the number is up to 10,000

Addition and Subtraction and Measurement Weeks 2 and 3	
Lesson	**Lesson Focus**
1	Partition a four-digit number without the use of practical equipment into two groups in different ways where one group is appropriate to the context e.g. 1,500 + 2,643 = 1,500 + 2,500 + 143
2	(Recap) Mental addition strategies – whole numbers and decimals incl. add a number with one decimal place to another where the ones boundary is crossed, e.g. 14.7 + 8.6 *(This could be supported by jottings or a number line)*
3	(Recap) Mental subtraction strategies – whole numbers and decimals incl. subtract a number with one decimal place from another where the ones boundary is crossed, e.g. 14.2 - 5.6 *(This could be supported by jottings or a number line)*
4	(Recap) Mental calculation strategies – whole numbers and decimals *Select a mental strategy appropriate for the numbers involved in the calculation (counting on, partitioning, bridging, reordering, compensation)*
5	Calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Calculate a missing length when perimeter given and lengths of other sides
6	Add more than two numbers with up to two decimal places using formal written methods of columnar addition with exchange, e.g. 268 + 34.7 + 356.53 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
7	Subtract two numbers with up to two decimal places using formal written methods of columnar subtraction with exchange where the greater number has one 0 as a place holder, e.g. 51.07 - 23.58 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
8	Estimate; use inverse operations to check answers to a calculation *Solve addition and subtraction problems involving missing numbers*
9	*Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*
10	*Describe and extend number sequences involving counting on or back in different steps*

Multiplication and Division and Area Weeks 4, 5 and 6	
Lesson	**Lesson Focus**
1	Recap mental multiplication strategies incl. use related facts to multiply TO × 20 (by multiplying by 10 and doubling)

	Recognise and use factor pairs and commutativity in mental calculations Use place value, known and derived facts to multiply and divide mentally, including: - multiplying by 0 and 1 - multiplying together three numbers
2	Recap mental multiplication strategies
3	Recap mental division strategies (halving, dividing by 1, partitioning, related facts)
4	*Select a mental strategy appropriate for the numbers involved in the calculation*
5	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
6	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems
7	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, harder correspondence problems such as n objects are connected to m objects
8	Divide three-digit numbers by a single digit number efficiently using the chunking method where there is a remainder e.g. 176 ÷ 6 *and interpret remainders appropriately for the context*
9	*Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy*
10	*Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*
11	Solve problems involving converting from years to months; weeks to days
12	Solve problems involving converting from hours to minutes; minutes to seconds
13	Find the area of rectilinear shapes by counting squares in groups (where sides are horizontal or vertical)
14	Find the area of rectangles (and rectilinear shapes) presented on squared paper where the sides are not horizontal and vertical by counting half squares
Learning Check Up To This Point	

Summer 2 – 5 weeks

	Fractions **Weeks 1 and 2**
Lesson	**Lesson Focus**
1	Use pictorial representations such as fraction walls to recognise where more than two fractions are equivalent e.g. $\frac{3}{4}$, $\frac{6}{8}$ and $\frac{9}{12}$
2	Recognise and show, using diagrams, families of common equivalent fractions
3	Recognise and show, using diagrams, families of common equivalent fractions
4	Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
5	Add and subtract fractions with the same denominator *(using diagrams)*
6	Where a fraction of an amount cannot be found by using known division facts, use pictorial representations, e.g. bar model to find non-unit fractions of a set of objects, e.g. $\frac{3}{8}$ of 112
7	Find non-unit fractions of an amount by using division to find the unit fraction then multiplying to scale up by the numerator e.g. $\frac{4}{7}$ of 315 by calculating 315 ÷ 7 to find $\frac{1}{7}$ of 315 which is 45 then 45 × 4 to find $\frac{4}{7}$ of 315 which is 180
8	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
9	Solve simple measure problems involving fractions and decimals to two decimal places
10	Solve simple money problems involving fractions and decimals to two decimal places

	2-D and 3-D Shape **Week 3**
Lesson	**Lesson Focus**
1	Complete a simple symmetric figure where the line of symmetry is not vertical or horizontal
2	Compare and name any two angles less than two right angles in any orientation, identifying which is greater and less Order more than two angles less than two right angles in any orientation
3	Identify acute and obtuse angles (in shapes) and compare angles (in shapes) up to two right angles by size
4	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (2-D shapes)
5	Compare and classify geometric shapes based on their properties and sizes (3-D shapes)

	Statistics **Week 4**
Lesson	**Lesson Focus**
1	Understand that discrete data that can only take specific, separate values and the data sets are not related to each other Interpret and present discrete data using appropriate graphical methods, including bar charts
2	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
3	Understand that continuous data is data that can take on any value along a continuum Interpret and present continuous data using appropriate graphical methods, including time graphs
4	Solve comparison, sum and difference problems using information presented in time graphs
5	Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties and sizes

Place Value Week 5	
Lesson	**Lesson Focus**
1	Count backwards through zero to include negative numbers *Order temperatures including those below 0°C*
2	Know that L represents 50 and C represents 100 Represent numbers with only additive properties up to 100 i.e. not ending in 4 or 9
3	Know that I can only be used before V and X to represent 1 less than 5 (4) and 1 less than 10 (9) Know that X can only be used before L and C to represent 10 less than 50 (40) and 10 less than 100 (90) Represent any number up to 100
Learning Check Up To This Point	

Place Value Week 5	
Lesson	**Lesson Focus**
1	Count backwards through zero to include negative numbers *Order temperatures including those below 0°C*