



Long Term Framework

	Week 1	Weeks 2 - 4	Weeks 5 - 8	Week 9	Week 10	Weeks 11 & 12
Autumn	Previous Y3 Summer Term Progress Check Priority Objectives	Number – Place Value	Number – Addition and Subtraction (including Measurement: Money, Mass, Capacity)	Measurement: Length and Perimeter	Statistics	Measurement: Time
Spring	Week 1	Weeks 2 - 6	Weeks 7 & 8	Weeks 9 - 11		Week 12
	Autumn Term Progress Check Priority Objectives	Number – Multiplication and Division (including Measurement: Money)	Measurement: Area	Number: Fractions		Geometry: Position and Direction
Summer	Week 1	Weeks 2 to 6	Weeks 7 & 8	Weeks 9 & 10	Week 11	Week 12
	Spring Term Progress Check Priority Objectives	Number – Decimals (including Measurement: Money)	Measurement: Time	Geometry: Properties of shapes and angles	Statistics	Number Consolidation, Mental Fluency and arithmetic practise



Year 4 – Autumn Term

Week 1	Weeks 2 - 4	Weeks 5 - 8	Week 9	Week 10	Weeks 11 & 12
<p>Previous Y3 Summer Term Progress Check Priority Objectives</p>	<p>Number – Place Value</p> <p><b>NC Content Domain 4N1</b> 4.1.a.1 &amp; 4.1.a.3 Count in multiples of 6, 7, 9, 25 1000.</p> <p><b>NC Content Domain 4N5</b> 4.1.a.1 count backwards through zero to include negative numbers (^)</p> <p><b>NC Content Domain 4N2b</b> 4.1.a.2 Find 1000 more or less than a given number</p> <p><b>NC Content Domain 4N3a</b> 4.1.b.1 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)</p> <p><b>NC Content Domain 4N2a</b> 4.1.c.1 Order and compare numbers beyond 1000</p> <p><b>NC Content Domain 4N4a</b> 4.1.b.3 Identify, represent and estimate numbers to 10 000 using different representations</p> <p><b>NC Content Domain 4N4b</b> 4.1.e.1 Round whole numbers to 10,000 to the nearest 10, 100 or 1000 (*)</p> <p><b>NC Content Domain 4N6</b> 4.1.d.1 Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers (*)</p> <p><b>NC Content Domain 4N3b</b> 4.1.b.2 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</p>	<p>Number – Addition and Subtraction (including Measurement: Money, Mass, Capacity)</p> <p><b>NC Content Domain 4c3</b> 4.2.a.2 Understand the inverse relationship between addition and subtraction (+)</p> <p><b>NC Content Domain 4C2</b> 4.2.e.1 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p><b>NC Content Domain 4C3</b> 4.2.f.1 Check answers to addition and subtraction calculations by estimating and using inverse operations</p> <p><b>NC Content Domain 4C4</b> 4.2.c.1 &amp; 4.2.c.2 Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why</p> <p><b>NC Content Domain 4M9</b> 4.3.2 &amp; 4.3.3 Calculate with different measures and with money in pounds and pence</p> <p>4.2.b.1 Mentally add and subtract pairs of three-digit and four digit numbers</p> <p>4.2.b.2 Use addition and subtraction facts to 100 and derive related facts up to 1000</p>	<p>Measurement: Length and Perimeter</p> <p><b>NC Content Domain 4M7a</b> 4.2.4 &amp; 4.3.5 Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m</p> <p><b>NC Content Domain 4M5</b> 4.1.4 Convert between different units of measure (e.g. km to m)</p> <p>4.3.4 Continue to solve problems involving mixed units of length, mass and capacity/volume</p> <p><b>NC Content Domain 4M1 &amp; 4M2</b> 4.2.3 Estimate and compare different measures</p>	<p>Statistics</p> <p><b>NC Content Domain 4S1</b> 4.1.1 and 4.2.1 Interpret and present discrete and continuous data using appropriate graphical methods, including time graphs)</p> <p><b>NC Content Domain 4S2</b> 4.3.1 Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>4.3.2 Begin to solve problems involving information presented in tables</p>	<p>Measurement: Time</p> <p><b>NC Content Domain 4M4a &amp; 4M4b</b> 4.1.1, 4.2.1 &amp; 4.2.2 Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p><b>NC Content Domain 4M4c</b> 4.1.2 Solve problems involving convert from larger to smaller units of time e.g. hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>NC Content Domain 4M5</b> 4.1.4 Convert between different units of measure e.g. hour to minute</p> <p>4.3.1 Continue to solve problems relating to the duration of events</p>



Year 4 – Spring Term

Week 1	Weeks 2 - 6	Weeks 7 & 8	Weeks 9 - 11	Week 12
<p><b>NC Content Domain 4N4b</b> 4.1.e.1 Round whole numbers to 10,000 to the nearest 10, 100 or 1000 (*)</p> <p><b>NC Content Domain 4C4</b> 4.2.c.1 &amp; 4.2.c.2 Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why</p> <p>PLUS – groups work 1 session on QLA packs.</p>	<p>Number – Multiplication and Division <u>(including Measurement: Money)</u></p> <p><b>NC Content Domain 4C6a</b> 4.2.d.2 Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p><b>NC Content Domain 4N1</b> 4.1.a.1 &amp; 4.1.a.3 Count in multiples of 6, 7, 9, 25 1000.</p> <p><b>NC Content Domain 4C6b</b> 4.2.b.3 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p><b>NC Content Domain 4c8</b> 4.2.c.3 &amp; 4.2.a.1 (+ 4.1.1 &amp; 4.1.2 ratio) Solve problems involving multiplying and adding, including integer scaling and harder correspondence problems such as n objects are connected to m objects; Use the distributive law to multiply two digit numbers by one digit</p> <p><b>NC Content Domain 4M9</b> 4.3.2 &amp; 4.3.3 Calculate with different measures and with money in pounds and pence</p> <p><b>NC Content Domain 4C6c</b> 4.2.a.3 Recognise and use factor pairs and commutativity in mental calculations.</p> <p><b>NC Content Domain 4C7</b> 4.2.e.2 Multiply two digit and three-digit numbers by a one digit number using formal written layout</p> <p>4.2.e.3 Divide two digit and three-digit numbers by a one digit number using formal written layout</p> <p>4.2.f.2 Check answers to multiplication and division calculations using rounding</p>	<p>Measurement: Area</p> <p><b>NC Content Domain 4M7b</b> 4.2.5 Find the area of rectilinear shapes by counting squares and relate it to multiplication arrays</p>	<p>Number: Fractions</p> <p>4.3.b.2 Recognise that the denominator of a fraction always tells you the number of equal parts that make one whole</p> <p>4.3.a.1 Make connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities</p> <p><b>NC Content Domain 4F2</b> 4.3.b.1 Recognise and show, using diagrams, families of common equivalent fractions</p> <p>4.3.a.2 Use factors and multiples to recognise equivalent fractions and simplify where appropriate</p> <p><b>NC Content Domain 4F1</b> 4.3.a.3 Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p><b>NC Content Domain 4F4</b> 4.3.c.2 Add and subtract fractions with the same denominator</p> <p><b>NC Content Domain 4F10a</b> 4.3.d.1 Solve problems involving harder fractions to calculate and divide quantities, including non-unit fractions where the answer is a whole number(*)</p> <p><b>NC Content Domain 4F10b</b> 4.3.d.2 Solve simple measure and money problems involving <u>fractions</u> and <u>decimals</u> to two decimal places</p> <p>4.3.c.1 Continue to compare and order unit fractions, and fractions with the same denominators</p> <p>4.3.c.3 Understand the relation between non-unit fractions and multiplication and division of quantities</p>	<p>Geometry: Position and Direction</p> <p><b>NC Content Domain 4P3a</b> 4.4.1 Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p><b>NC Content Domain 4P3b</b> 4.4.2 Plot specified points and draw sides to complete a given polygon</p> <p><b>NC Content Domain 4P2</b> 4.5.1 Describe movement between positions as translations of a given unit to the left/right and up/down</p>



Year 4 – Summer Term

Week 1	Weeks 2 to 6	Weeks 7 & 8	Weeks 9 & 10	Week 11	Week 12
<p>Spring Term Progress Check Priority Objectives</p>	<p>Number – Decimals (including Measurement: Money) <b>NC Content Domain 4F6a &amp; 4F6b</b> 4.3.b.3 Recognise and write decimal equivalents of any number of tenths or hundredths and <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p> <p><b>NC Content Domain 4F7</b> 4.3.c.4 Rounds decimals with one decimal place to the nearest whole number</p> <p><b>NC Content Domain 4F8</b> 4.3.c.5 Compares numbers with the same number of decimal places up to two decimal places</p> <p><b>NC Content Domain 4F9</b> 4.3.a.4 Find the effect of dividing a one or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p><b>NC Content Domain 4M9</b> 4.3.2 &amp; 4.3.3 Calculate with different measures and with money in pounds and pence</p> <p><b>NC Content Domain 4M1 &amp; 4M2</b> 4.2.3 Estimate and compare different measures, including money</p> <p><b>NC Content Domain 4F10b</b> 4.3.d.2 Solve simple measure and money problems involving <u>fractions</u> and decimals to two decimal places</p> <p>4.1.3 Record money using decimal notation</p>	<p>Measurement: Time</p>	<p>Geometry: Properties of shapes and angles 4.1.3 Continue to recognise 3-D shapes, using the correct language</p> <p>4.2.2 Use the vocabulary of the different types of triangle and quadrilateral</p> <p>4.2.3 Continue to make and classify 3-D shapes, including by the 2-D shapes that form their surface</p> <p>4.3.3 Continue to identify types of angles and to reason about their</p> <p><b>NC Content Domain 4G4</b> 4.3.1 &amp; 4.3.2 Identify acute and obtuse angles; Compare and order angles up to two right angles by size</p> <p><b>NC Content Domain 4G2a</b> 4.2.1 Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes</p> <p><b>NC Content Domain 4G2b</b> 4.1.2 Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape</p> <p><b>NC Content Domain 4G2c</b> 4.1.1 Complete a simple symmetric figure with respect to a specific line of symmetry, and measure angles using a protractor (+)</p>	<p>Statistics</p>	<p>Number Consolidation, Mental Fluency and arithmetic practise</p>

**Brougham Primary School – Year 4 – Scheme of Learning**

