Red Rose Mastery Maths Year 4 Unit Overviews: Autumn Term 1

Use opportunities as part of the daily routine to tell the time to the nearest minute.
At some point in each day, not necessarily the maths lesson, addition and subtraction facts (number bonds) and multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables should be rehearsed following guidance provided.

Autumn 1 Unit 1 *(Weeks 1 & 2)*: Place Value, Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Count on and back in ones, tens and hundreds from any number up three-digits	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	Count on in tens from any two- or three-digit number (crossing the 100 boundaries)	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	Count back in tens from any two- or three-digit number (crossing the 100 boundaries)	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	Match multiplication number sentences to arrays and vice-versa	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	Exchanging tens for hundreds and hundreds for thousands and vice versa	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 or 100 more/less than a given number with up to three-digits without crossing any boundaries	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	Identify the number 1, 10, 100 or 1000 more or less than a given number with up to four digits	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	Recognise and solve calculations that involve known or related facts	From given complete sequences, identify whether they have a constant step size or not
9	Recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables	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	Identify and describe 2-D shapes (sides, parallel and perpendicular sides, vertices, right angles and symmetry)	Recognise subtraction calculations that require mental partitioning e.g. 765 – 241 (no boundaries crossed), 122 – 35 (boundaries crossed) and use this strategy where appropriate

Autumn 1 Unit 2 *(Week 3)*: Length and Perimeter		
Lesson	**Starter**	**Lesson Focus**
1	Correctly place multiples of 100 on a marked, but not labelled, number line with multiples of 1000 marked	Measure and draw lengths as properties of 2-D shapes e.g. a triangle with one side of 82mm
2	Compare different lengths (km, m, cm, mm)	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	Recall multiplication and division facts for the 3 and 6 multiplication tables	Add and subtract, including finding the difference between, lengths
4	Use a mental partitioning strategy for addition of 2 two- and three-digit numbers	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	Use a mental partitioning strategy for subtraction of 2 two- and three-digit numbers	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

Autumn 1 Unit 3 *(Week 4)*: Statistics		
Lesson	**Starter**	**Lesson Focus**
1	Use Venn diagrams with two intersecting sets to compare and sort objects, numbers and shapes	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	Count in multiples of 25 from 0 or any multiple of 25	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	Add and subtract a whole number to/from a number with one decimal place e.g. 6.3 + 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
4	Recall multiplication and division facts for the 2, 4 and 8 multiplication tables	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	Recall multiplication and division facts for the 2, 3, 4, 5, 6 and 8 multiplication tables	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/fewer?') using information presented in a pictogram

Autumn 1 Unit 4 *(Weeks 5 and 6)*: Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Partition a four-digit number represented using place value counters into thousands, hundreds, tens and ones in different ways	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	Addition of 2 four-digit numbers where no boundaries are crossed, e.g. 1265 + 2324	Identify missing digits in columnar addition calculations
3	Find unit and non-unit fractions of amounts	Add three numbers with four digits using formal written methods of columnar addition with exchange
4	Recall pairs of multiples of 1000 that make 10 000 Derive pairs of multiples of 100 that total 10 000	Choose an appropriate strategy for a given addition calculation
5	Identifying the bond to the next multiple of 1000, e.g. 2310 + ☐ = 3000	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	Subtraction of 2 four-digit numbers where no boundaries are crossed, e.g. 4765 – 2342	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	Identifying missing numbers in multiplication and division number sentences (2, 3, 4, 5, 6, 8 and 10 multiplication tables)	Identify missing digits in columnar subtraction calculations
8	Use a mental partitioning strategy for addition or subtraction of 2 two- and three-digit numbers	Choose an appropriate strategy for a given subtraction calculation
9	Use related facts to add 3 four-digit multiples of 1000 (not crossing the ten thousand boundary)	Solve problems involving addition and subtraction such as use a formal written method of addition/subtraction to make a given criteria, e.g. choose from a set of given numbers to make a total Represent and solve a problem using structured pictorial representations such as the bar model
10		Learning Check