

## Red Rose Mastery Maths Year 4 Unit Overviews: Autumn Term 2

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, 6, 8, 9, 10 and 11 times tables should be rehearsed following guidance provided. Recall key conversions of time including 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day and 7 days = 1 week and vice versa. Recall key conversions of distance including 10mm = 1cm, 100cm = 1m, 1000m = 1km and vice versa

<b>Autumn 2 Unit 5 (Weeks 1 &amp; 2): Multiplication</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Count on and back in ones and tens from any two-digit number (crossing the 100 boundary)	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
<b>2</b>	Count in multiples of 25 from 0 or any multiple of 25	Use arrays to identify what the term 'factor' means Use arrays to identify all the factor pairs of a given number
<b>3</b>	Recall and derive multiplication facts for the 11 and 9 multiplication tables using a multiplication square	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 $600 \times 9 = 5400$
<b>4</b>	Count on and back in multiples of 1000 from 0 or any multiple of 1000	Use compensation to multiply T9 by a one-digit number
<b>5</b>	Recall multiplication facts for the 6, 8, 9 and 11 multiplication tables	Use partitioning to mentally multiply $TU \times U$
<b>6</b>	Derive and use addition and subtraction facts for 1 with decimal numbers to one decimal place	Use partitioning to double any number up to 4 digits (with an answer less than 10,000)
<b>7</b>	Use related facts to double a number of tenths e.g. double 0.7	Use partitioning to calculate a $1TU \times U$ using the grid method
<b>8</b>	Find 0.1 more or less than a given number including where the ones digit changes	Use partitioning to calculate a $1TU \times U$ using the grid method
<b>9</b>	Recall multiplication facts for the 2, 3, 4, 5, 6, 8, 9, 10 and 11 multiplication tables	Choose an appropriate strategy to solve a calculation based upon the numbers involved
<b>10</b>	Compare numbers with up to four digits and numbers with one decimal place	To solve problems involving multiplication including in measurement contexts

<b>Autumn 2 Unit 6 (Week 3): Division</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Recall and use addition and subtraction facts for 100	Use knowledge of place value and multiplication facts to divide related greater numbers e.g. $540 \div 6$
<b>2</b>	Recall division facts for the 6, 8, 9 and 11 multiplication tables	Divide two digit numbers (beyond the multiplication facts) by a single digit number using the chunking method where there is no remainder
<b>3</b>	Identify and describe the properties of 2-D shapes	Divide two digit numbers (beyond the multiplication facts) by a single digit number using the chunking method where there is a remainder
<b>4</b>	Recall key conversions of time including 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day and 7 days = 1 week and vice versa	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
<b>5</b>	Use partitioning to double any number up to 4 digits (with an answer less than 10,000)	Solve problems involving division including interpreting remainders in a given context

<b>Autumn 2 Unit 7 (Week 4): Time</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Correctly place multiples of one tenth (0.1) on an unmarked number line (with start and end labelled 0 and 1)	Tell and write the time on an analogue clock to the nearest minute – past and to
<b>2</b>	Find 0.1, 1, 10, 100 and 1000 more or less than a given number	Tell, write and match analogue and digital times (12-hour clock)
<b>3</b>	Recognise addition calculations that require mental partitioning e.g. $765 + 231$ (no boundaries crossed), $87 + 35$ (boundaries crossed) and use this strategy where appropriate	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
<b>4</b>	Recall division facts for the 2, 3, 4, 5, 6, 8, 9, 10 and 11 multiplication tables	Tell the time on a 24-hour clock, e.g. 16:27 is 27 minutes past 4 in the afternoon
<b>5</b>	Round numbers with up to four-digits to the nearest 10 and 100	Solve problems involving converting between different units of time

<b>Autumn 2 Unit 8 (Week 5): 3-D Shape</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Count on and back in fractional steps	Identify, name and describe 2-D shapes according to the properties of their sides and vertices
<b>2</b>	Recall multiplication and division facts for the 2, 3, 4, 5, 6, 8, 9, 10 and 11 multiplication tables	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
<b>3</b>	Identify families of equivalent fractions using fraction walls	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
<b>4</b>	Recall key conversions of distance including 10mm = 1cm, 100cm = 1m, 1000m = 1km and vice versa	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
<b>5</b>	Compare and order unit fractions and fractions with the same denominators	Use Venn and Carroll diagrams to compare and sort 3-D shapes

<b>Autumn 2 (Week 6): Assess and Review</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Use Starters this week to revisit and rehearse any of the starters from the previous two half terms that the children have found difficult.	During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc. When answering the questions, children should have access to the full kit boxes they have used throughout the term. Any other time this week should be spent revisiting and rehearsing any aspects from the term that children have found difficult.
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		