Red Rose Mastery Maths Year 4 Unit Overviews: Spring 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

Spring 2 Unit 14 *(Week 1)*: Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Recall and use addition and subtraction facts for 100	Subtract a three-digit number from a three-digit number including crossing the hundreds boundary, e.g. 303 – 196
2	Add more than two single digit numbers efficiently using reordering, number bonds and place value knowledge	Add more than two numbers with up to four digits using formal written method of columnar addition
3	Tell the time on a 24-hour clock	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	Recognise that when writing amounts of money, either £ or p are used but never together Recognise that when an amount of money is in pounds and pence it can be written with a £ sign and a decimal point separating the whole pounds and the pence	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
5	Recognise that, when calculating addition facts to 10, the ones total 9 and the tenths total 1	Subtract two numbers with one decimal place using formal written methods of columnar subtraction with exchange

Spring 2 Unit 15 *(Weeks 2 and 3)*: 2-D Shape and Sorting		
Lesson	**Starter**	**Lesson Focus**
1	Recall multiplication and division facts for all multiplication tables up to 12 × 12	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 Identify acute and obtuse angles where one of the lines is vertical Identify acute and obtuse angles in any orientation

© Red Rose Mastery Maths Scheme: Year 4 (2021)

2	Write any number of hundredths in fraction and decimal form	Compare any two angles less than two right angles where one of the lines is horizontal, identifying which is greater and less Order more than two angles less than two right angles where one of the lines is horizontal Compare any two angles less than two right angles where one of the lines is vertical, identifying which is greater and less Order more than two angles less than two right angles where one of the lines is vertical
3	Partition a four-digit number represented using place value counters into thousands, hundreds, tens and ones in different ways	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	Find unit and non-unit fractions of amounts	Complete a simple symmetric figure using a vertical or horizontal line of symmetry where the mirror line cuts the shape in half
5	Identifying the bond to the next multiple of 1000	Name triangles according to their properties (scalene, isosceles, equilateral) and use the terms regular and irregular
6	Use knowledge of place value and multiplication facts to multiply and divide related greater numbers	Name quadrilaterals (square rectangle, oblong rectangle, rhombus, parallelogram, kite, trapezium, isosceles trapezium) according to their properties and use the terms regular and irregular
7	Order numbers with different numbers of digits up to 10,000	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

Spring 2 Unit 16 *(Week 3)*: Position and Direction		
Lesson	**Starter**	**Lesson Focus**
1	Tell the time on a 24-hour clock	Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points
2	Name 3-D shapes including all prisms and pyramids according to their properties and describe them	Plot specified points and draw sides to complete a given polygon
3	Recall multiplication and division facts for the 2, 3, 4, 5, 6, 8, 9, 10 and 11 multiplication tables	Describe movements between positions as translations of a given unit to the left/right and up/down

© Red Rose Mastery Maths Scheme: Year 4 (2021)

Spring 2 Unit 17 *(Week 4)*: Area		
Lesson	**Starter**	**Lesson Focus**
1	Multiply T9 by a one-digit number	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	Double and halve any four-digit number	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

Spring 2 Unit 18 *(Week 4)*: Statistics		
Lesson	**Starter**	**Lesson Focus**
1	Use two criteria Carroll diagrams to compare and sort objects, numbers and shapes	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	Write any number of hundredths in fraction and decimal form	Present time graphs from given data using appropriate scales
3	Correctly place multiples of 100 on a number line with multiples of 1,000 marked but not labelled (with start and end labelled 0 and 10,000)	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)

Spring 2 Unit 19 *(Week 5)*: Measures		
Lesson	**Starter**	**Lesson Focus**
1	Correctly place multiples of one hundredth (0.01) on a number line with multiples of 0.1 marked but not labelled (with start and end labelled 0 and 1)	Measure, draw and compare lengths (cm/mm) and use known measurements to make reasonable estimates including numbers to one decimal place
2	Tell the time on a 24-hour clock	Measure, read and record lengths measured in m and cm Understand how fractions of a metre can be recorded as cm or m using decimals
3	Recall multiplication and division facts for the 2, 3, 4, 5, 6, 8, 9, 10 and 11 multiplication tables	Use the relationship between different units of length to identify the calculation necessary for conversion, e.g. to convert from m to cm, multiply the number of m by 100

© Red Rose Mastery Maths Scheme: Year 4 (2021)

4	Know that 1,000g = 1kg and vice versa	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	Know that 1,000ml = 1 litre and vice versa	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

Spring 2 *(Week 6)*: Assess and Review		
Lesson	**Starter**	**Lesson Focus**
1	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.
2		
3		
4		
5		

© Red Rose Mastery Maths Scheme: Year 4 (2021)