

Red Rose Mastery Maths Year 4 Unit Overview: Summer 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, 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 and mass 1000g = 1kg and vice versa and volume/capacity 1000ml = 1 litre and vice versa.

Summer 1 Unit 20 (Week 1): Place Value		
Lesson	Starter	Lesson Focus
1	Compare and classify geometric shapes (2-D shapes), based on their properties and sizes	Identify, represent and estimate numbers using different representations (including the number line) Find 0.1, 1, 10, 100 or 1,000 more or less than a given number
2	Identify, represent and estimate numbers using different representations	Order and compare numbers beyond 1,000
3	Write any number of hundredths in fraction and decimal form e.g. $\frac{47}{100}$ is 0.47	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	Tell the time on a 24-hour clock, e.g. 16:27 is 27 minutes past 4 in the afternoon	Round any number to the nearest 10, 100 or 1,000
5	Use knowledge of equivalence to refine the sequence, e.g. 1.42, 1.41, <u>1.4</u> , 1.39, 1.38 Count up and down in decimal hundredths (0.01) including where ones boundaries are crossed, e.g. 5.97, 5.98, 5.99, 6, 6.01, 6.02	Identify the whole numbers immediately before and after a number to one decimal place where the number is less than 10 Round numbers with one decimal place to the nearest whole number where the number is less than 10 Identify the whole numbers immediately before and after a number to one decimal place where the number is up to 10,000 Round numbers with one decimal place to the nearest whole number where the number is up to 10,000

Summer 1 Unit 21 (Weeks 2 and 3): Addition and Subtraction		
Lesson	Starter	Lesson Focus
1	Find 0.1, 1, 10, 100 or 1,000 more or less than a given number	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	Describe and extend number sequences involving counting on or back in different steps	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	Partition numbers in different ways (e.g. $2.3 = 2+0.3$ & $1+1.3$)	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	Recall multiplication and division facts for all multiplication tables up to 12×12	(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	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer	Use mental calculation strategies to calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
6	Identify, represent and estimate numbers using different representations	Add more than two numbers with up to one decimal place using formal written methods of columnar addition with exchange, e.g. $268 + 34.7 + 356.5$ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
7	Recall and use addition and subtraction facts for 100 Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)	Subtract two numbers with one decimal place using formal written methods of columnar subtraction with exchange where the greater number has 0 as a place holder, e.g. $50.7 - 23.8$ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
8	Round any number to the nearest 10, 100 or 1,000	Estimate; use inverse operations to check answers to a calculation Solve addition and subtraction problems involving missing numbers
9	Use a mental partitioning strategy for addition or subtraction of 2 two- and three-digit numbers	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally without a jotting, use a jotting, written method)
10	Order and compare numbers beyond 1,000	Describe and extend number sequences involving counting on or back in different steps

Summer 1 Unit 22 (Weeks 4, 5 and 6): Multiplication and Division and Measures		
Lesson	Starter	Lesson Focus
1	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer	Use related facts to multiply 10×20 (by doubling then multiplying by 10) Recognise and use factor pairs and commutativity in mental calculations

2	Order and compare numbers beyond 1,000	Recap mental multiplication strategies: compensation, partitioning (incl. doubling), factor pairs, multiplying by 0 and 1, multiplying together three numbers
3	Partition numbers in different ways (e.g. $2.3 = 2+0.3$ & $1+1.3$)	Recap mental division strategies (halving, dividing by 1, partitioning, related facts)
4	Recall multiplication and division facts for all multiplication tables up to 12×12	Select a mental strategy appropriate for the numbers involved in the calculation
5	Use knowledge of place value and multiplication facts to multiply and divide related greater numbers e.g. $630 \div 9 = 70$	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (grid method)
6	Identify acute and obtuse angles in any orientation	Solve problems involving multiplying and adding, including using the distributive law to multiply two and three digit numbers by one digit, integer scaling problems
7	Identify, represent and estimate numbers using different representations	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	Compare and classify geometric shapes (3-D shapes), based on their properties and sizes	Divide three-digit numbers by a single digit number efficiently using the chunking method where there is a remainder e.g. $176 \div 6$, and interpret remainders appropriately for the context
9	Round any number to the nearest 10, 100 or 1,000	Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
10	Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties	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	Use partitioning to double or halve any number, including decimals to one decimal place	Solve problems involving converting from years to months; weeks to days
12	Recall multiplication and division facts for all multiplication tables up to 12×12	Solve problems involving converting from hours to minutes; minutes to seconds

Summer 1 Unit 23 (Week 6): Area		
Lesson	Starter	Lesson Focus
1	Find unit and non-unit fractions of amounts	Find the area of rectilinear shapes by counting squares in groups (where sides are horizontal or vertical)
2	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	Find the area of rectangles (and rectilinear shapes) presented on squared paper where the sides are not horizontal and vertical by counting half squares
3		Learning Check