Year 4 – Half Termly Overview – Maths Recovery Curriculum

→ *Y1 NC or White Rose Small Step* → *Y2 NC or White Rose Small Step* → *Y4 New Small Steps*

Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Place Value		**Addition and Subtraction**		**Length and Perimeter**	**Properties of Shape**
Vocabulary	Numeral thousand thousands partition place value column count in… multiple of… sequence predict continue pattern relationship greater than less than equal to four-digit larger greater fewer smaller size		Formal method column addition/subtraction addition altogether sum total subtraction subtract difference between left less more inverse tens/hundreds boundary operation regroup exchange		Millimetre centimetre kilometre metre mile perimeter standard unit metric length height width depth rectilinear right angle convert	Acute obtuse right angle(d) degrees protractor perpendicular parallel horizontal vertical isosceles scalene equilateral regular irregular
KIRFS	Know Multiplication and Division facts for the 6 times tables					
Y3 Consolidation	→Continue to count in ones, tens and hundreds *from any number,* using a variety of representations, including those related to measures, to become fluent in the order and place value of numbers to 1000. →**Read and write numbers up to 1000 in numerals and words.** →**Compare and order number s up to 1000.** →*Use the vocabulary of comparing and ordering numbers including use of >, < symbols and = sign.* →**Identify, represent and estimate numbers using different representations.** →**Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).** →Apply partitioning related to place value using varied and increasingly complex problems e.g. 146 = 100 + 40 + 6 and 146 = 130 + 16. →*Understand e.g. 146 as 100 + 40 + 6 and as 1 hundred, 4 tens and 6 ones.* →Continue to use multiples of 2, 3, 5 and 10. →**Count from 0 in multiples of 4, 8, 50 and 100** →**Find 10 or 100 more or less than a given number** →*Recognise and extend number sequences formed by counting from any number in steps of constant size.* → *Explore and discuss patterns, properties and relationships that arise in the number system using appropriate mathematical vocabulary.*		→Continue to practice recall of addition and subtraction facts to 20; use these known facts and understanding of place value to quickly derive sums and differences using two-digit numbers. →**Add and subtract numbers mentally including** **a three-digit number and ones** **a three-digit number and tens** **a three-digit number and hundreds** addition and subtraction of two digit numbers including additions with answers exceeding 100. →Use and explain a range of mental strategies appropriate to the numbers involved, sometimes supporting explanations with jottings or informal recording. →**Add and subtract numbers with up to 3 digits using columnar addition and subtraction.** →**Estimate the answer to a calculation and use inverse operations to check answers.** →Understand and use the principles of the arithmetic laws; commutative and associative. →Use and explain the equals sign to indicate equivalence, including in missing number problems (e.g. 6 + 8 = 7 + 7; 33 = 38 - Δ).	→Continue to measure using appropriate tools and units. →**Measure the perimeter of simple 2-D shapes.** →**Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g): volume/ capacity (l/ml),** including comparing and using mixed units e.g. 1kg and 200g; simple equivalents of mixed units e.g. 5m = 500cm; comparisons involving simple scaling by integers e.g. a given quantity is twice as long or 5 times as high. This should be connected to multiplication. →*Apply measuring skills to an appropriate degree of accuracy, alongside the skills of thinking mathematically to solve problems. These should include practical problems and might involve construction of shapes or artefacts, often in a cross curricular context.* →*Apply understanding of number properties to solve routine and non-routine problems and puzzles involving numbers, money or measure* →*Make and explain connections between number, measures and shape.*	→Continue to develop use of correct mathematical vocabulary (including parallel and perpendicular) to describe, identify, compare and sort 2-D and 3-D shape →Descriptions include length of lines and acute and obtuse angles. →**Recognise angles as a property of shape or a description of turn.** →**Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater or less than a right angle** and use the language of acute and obtuse. →**Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.**
NC	→Count in multiples of 6, 7, 9. 25 and 1000. →Identify, represent and estimate numbers using different representations. →Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). → Find 1000 more or less than a given number. →Order and compare numbers beyond 1000. →Solve number and practical problems that involve all of the above and with increasingly large positive numbers.		→Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. →Estimate and use inverse operations to check answers to a calculation. →Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.		→Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. →Convert between different units of measure [for example, kilometre to metre].	→Identify acute and obtuse angles and compare and order angles up to two right angles by size. →Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
Small Steps	→ Represent Numbers to 1000 → 100s, 10s and 1s → Number line to 1,000 →Thousands 4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. →Count in 1,000s. →1,000s, 100s, 10s and 1s. 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning. →Partitioning numbers to 1,000. → Represent numbers to 10,000 →Partition numbers to 10,000 4NPV–3 Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. →Number line to 10,000. → Find 1, 10, 100 more or less. 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts →1,000 more or less. →Estimate numbers on a number line. →Compare numbers to 10000. →Order numbers. →Count in 25s.		→Add and subtract 1s, 10s 100s and 1000s → Add two 3-digit numbers – not crossing 10 or 100. →Add up to two 4-digit numbers – no exchange. → Add two 3-digit numbers – crossing 10 or 100 →Add two 4-digit numbers – one exchange. → Subtract a 3 digit from a 3-digit number – no exchange →Subtract two 4-digit numbers – no exchange. → Subtract two 3-digit numbers - exchange →Subtract two 4-digit numbers – one exchange. →Subtract two 4 digit numbers – more than one exchange →Efficient subtraction. →Estimate answers. →Checking strategies.		→ Equivalent lengths – m and cm → Equivalent lengths – mm and cm →Kilometres. → Add lengths → Subtract lengths → Measure perimeter →Perimeter on a grid. →Perimeter of a rectangle. →Perimeter of rectilinear shapes.	→ Turns and angles → Right angles in shapes → Compare angles →Identify angles. →Compare and order angles. → Recognise and describe 2D shapes 4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. →Triangles.

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Autumn

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Addition and Subtraction		**Properties of Shape**	**Multiplication and Division**		**Position and Direction**
Vocabulary	Formal method addition altogether sum total subtraction subtract difference between left less more inverse tens/hundreds boundary operation columnar column addition regroup exchange efficient estimate check strategy		Acute obtuse right angle(d) degrees protractor perpendicular parallel horizontal vertical regular irregular line of symmetry symmetrical quadrilateral polygon classify	Multiplication division multiply divide factor multiple product grouping groups of tables facts place value place holder arrays row column corresponding fact inverse multiplication table operation remainder		Position direction coordinate quadrant plot point axis/axes grid translate
KIRFS	Know Multiplication and Division facts for the 9 and 11 times tables					
Y3 Consolidation	→Apply understanding of number operations to solve number puzzles and non-routine problems and explain reasoning. →**Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.**		→Solve problems, involving reasoning about shapes and their properties. Explain solutions orally or using writing, diagrams, practical materials or dynamic geometry ICT tools. →Extend knowledge of the properties of shapes to symmetrical and non-symmetrical polygons and polyhedra. →**Draw 2-D shapes and make 3-D shapes using modelling materials (**connect decimals and rounding to drawing and measuring straight lines in centimetres in a variety of contexts)**; recognise 3-D shapes in different orientations and describe them.**	→**Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.** Continue to practice 2, 5 and 10 tables and connect the 2, 4 and 8 multiplication tables through doubling. →Develop efficient mental methods for example using commutativity and associativity e.g. 4 x 12 x 5 = 20 x 12 = 240 and multiplication and division facts e.g. using 3 x 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3 = 2 to derive related facts such as 30 x 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3. →**Solve problems, including missing number problems, involving multiplications and division,** including measuring contexts and **positive integer scaling problems** (e.g. four times as high, 8 times as long) **and correspondence problems in which n objects are connected to m objects** (e.g. 3 hats and 4 coats, how many different outfits, 4 cakes shared equally between 8 children). →*Solve calculation problems using information from a range of tables and charts.* →*Apply understanding of number operations to solve number puzzles, routine and non –routine problems and explain reasoning.* →*Use and explain the equals sign to indicate equivalence, including in missing number problems (e.g. 2 x 12 = 4 x 6; 30 = 5 x ◊)*		→Continue to use mathematical language to describe position, direction and movement including movement in a straight line and quarter, half, three quarter and full turns both clockwise and anti-clockwise. →Recognise and use the four compass directions N, E, S, W.
NC	→Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. →Estimate and use inverse operations to check answers to a calculation. →Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.		→Identify acute and obtuse angles and compare and order angles up to two right angles by size. →Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. →Identify lines of symmetry in 2-D shapes presented in different orientations. →Complete a simple symmetric figure with respect to a specific line of symmetry.	→Recall and use multiplication and division facts for multiplication tables up to 12 × 12. →Count in multiples of 6, 7, 9, 12, 25 and 1000. →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. →Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		→Describe positions on a 2-D grid as coordinates in the first quadrant. →Plot specified points and draw sides to complete a given polygon. →Describe movements between positions as translations of a given unit to the left/ right and up/ down.
Small Steps	→Add two 4-digit numbers – more than one exchange. →Subtract two 4-digit numbers – more than one exchange. →Efficient subtraction. Revisited →Estimate answers. Revisited →Checking strategies. Revisited		→Quadrilaterals. → Horizontal and vertical 4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. →Lines of symmetry. →Complete a symmetric figure.	→Multiply by 10. →Multiply by 100. 4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. →Divide by 10. →Divide by 100. NF–1 Recall multiplication and division facts up to 12x12 and recognise products in multiplication tables as multiples of the corresponding number. →Multiply by 1 and 0. →Divide by 1. → Multiply and divide by 3. → The 3 times-tables →Multiples of 3. →Multiply and divide by 6. →6 times-table and division facts. →Multiply and divide by 9. →9 times-table and division facts. →3, 6 and 9 times tables		→Describe position. →Draw on a grid. →Move on a grid. →Describe a movement on a grid. 4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.

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Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Place Value	**Multiplication and Division**		**Area**	**Fractions**	
Vocabulary	Thousand round(ing) nearest closest between number line round up/down estimate approximately roughly just over/under	Multiplication division multiply divide factor factor pairs multiple product grouping groups of tables facts place value place holder arrays row column corresponding fact inverse multiplication table operation remainder column multiplication formal method efficient method		Area rectilinear squared^{3} unit of measurement	Fraction numerator denominator equivalent fraction hundredths mixed number parts of a whole	
KIRFS	Know Multiplication and Division facts for the 7 times tables					
Y3 Consolidation	→*Round any number to nearest 10 or 100.* à*Apply understanding of the number system to* **solve number and practical problems** *and puzzles involving numbers, money or measures. Explain methods and reasoning orally and in writing, including using diagrams and symbol.*	→**Write and calculate mathematical statements for multiplication and division using the multiplication tables that are known, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.** →*Use rounding, estimation and inverse operations to check answers to calculations and determine, in the context of a problem, levels of accuracy.*		à*Use all four operations to solve problems including scaling problems involving measure (e.g. length, mass, volume, money). Information required to solve a problem is often drawn from tables, including timetables, graphs and charts.*	→Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. →**Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.** →Understand the relation between unit fractions as operators (fractions of), and division by integers. →**Recognize and use fractions as numbers: unit fractions and non-unit fractions with small denominators.** Use them on a number line and deduce relations between them such as size and equivalence. Go beyond the 0 – 1 interval, including relating this to measure. →**Compare and order unit fractions, and fractions with the same denominators.** →**Recognise and show, using diagrams, equivalent fractions with small denominators.** à**Count up and down in** *fractions including* **tenths**.	
NC	→Round any number to the nearest 10, 100 or 1000. →Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). →Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	→Recall and use multiplication and division facts for multiplication tables up to 12 × 12. →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. →Recognise and use factor pairs and commutativity in mental calculations. →Multiply two digit and three digit numbers by a one digit number using formal written layout. àSolve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		àFind the area of rectilinear shapes bycounting squares.	→Recognise and show, using diagrams, families of common equivalent fractions. →Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. →Add and subtract fractions withthe same denominator. →Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	
Small Steps	4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) →Estimate numbers on a number line. →Order numbers to 10,000 →Roman numerals →Round to the nearest 10. →Round to the nearest 100. →Round to the nearest 1,000. →Round to the nearest 10, 100 or 1,000	→Multiply and divide by 7. →7 times-table and division facts. 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. →11 times tables and division facts →Multiply and divide by 12 →12 times tables and division facts →11 and 12 times-table. →Multiply by 1 and 0 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. →Multiply 3 numbers. 4MD–3 Understand and apply the distributive property of multiplication →Factor pairs. →Efficient multiplication.		→What is area? →Counting squares →Making shapes. →Comparing area.	→ Unit and non-unit fractions →What is a fraction? → Tenths → Count in tenths → Equivalent fractions (1) → Equivalent fractions (2). →Equivalent fractions (1) →Equivalent fractions (2). →Fractions greater than 1. →Count in fractions. 4F–1 Reason about the location of mixed numbers in the linear number system.	

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Spring

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Multiplication and Division		**Fractions**		**Decimals**	**Time**
Vocabulary	Multiplication division multiply divide factor factor pairs multiple product grouping groups of tables facts place value place holder arrays row column corresponding fact inverse multiplication table operation remainder column multiplication formal method efficient method regrouping exchanging corresponding correspondence		Fraction numerator denominator equivalent fraction hundredths mixed number parts of a whole of an amount quantity		Decimal equivalent equivalence tenths hundredths decimal point decimal fraction decimal places	Analogue digital 12-hour 24-hour convert AM PM
KIRFS	Know Multiplication and Division facts for the 12 times tables					
Y3 Consolidation	→**Write and calculate mathematical statements for multiplication and division using the multiplication tables that are known, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.**		→**Recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10**, connecting them to place value, decimal measures and division by 10. →**Add and subtract fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7.** →Apply understanding of fractions to solve routine and non-routine problems *and puzzles involving numbers, shapes, money or measures.* →*Explain methods and reasoning orally and in writing, including using diagrams and symbols.*		→**Recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10**, connecting them to place value, decimal measures and division by 10.	→**Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and the 12-hour and 24-hour clocks.** Use the digital 12 hour clock. →**Know the number of seconds in a minute and the number of days in each month, a year and leap year.** →**Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./ p.m., morning, afternoon, noon and midnight.** →**Compare duration of events e.g. the time taken by a particular event or task.**
NC	→Recall and use multiplication and division facts for multiplication tables up to 12 × 12. →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. →Recognise and use factor pairs and commutativity in mental calculations. →Multiply two digit and three digit numbers by a one digit number using formal written layout. →Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.		→Recognise and show, using diagrams, families of common equivalent fractions. →Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. →Add and subtract fractions with the same denominator. →Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		→Recognise and write decimal equivalents of any number of tenths or hundredths.	→ Read, write and convert time between analogue and digital 12- and 24-hour clocks. →Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Small Steps	→Written methods. → Multiply 2-digits by 1-digit. →Multiply 2-digits by 1 –digit. →Multiply 3-digits by 1-digit. → Divide 2-digits by 1-digit →Divide 2-digits by 1-digit (1). → Divide 2 digits by 1-digit →Divide 2-digits by 1-digit (2). →Correspondence problems.		→ Add fractions →Add 2 or more fractions. → Subtract fractions →Subtract 2 fractions. →Subtract from whole amounts. → Fractions of a set of objects (1) → Fractions of a set of objects (2) →Calculate fractions of a quantity. →Problem solving – calculate quantities. 4F–2 Convert mixed numbers to improper fractions and vice versa. 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.		→Recognise tenths and hundredths. →Tenths as decimals. →Tenths on a place value grid. →Tenths on a number line.	→ Telling time to 5 minutes → Telling the time to the minute → Using AM and PM → 24 hour clock →Hours, minutes and seconds. →Years, months, weeks and days. →Analogue to digital – 12 hour.

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→ *Y1 NC or White Rose Small Step* → *Y2 NC or White Rose Small Step* → *Y4 New Small Steps*

Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Place Value	**Decimals**		**Money**		**Decimals**
Vocabulary	Thousand round(ing) nearest closest between number line round up/down estimate approximately roughly just over/under negative number integer positive across zero through zero minus one… Roman numeral	Decimal equivalent equivalence tenths hundredths decimal point decimal fraction decimal places		Pounds pence amount rounding nearest decimal place two decimal places		Decimal equivalent equivalence tenths hundredths decimal point decimal fraction decimal places
KIRFS	Know Multiplication and Division facts for all tables up to 12x12					
Y3 Consolidation	→See previous	→See previous		→Continue to become fluent in recognising the value of coins**; add and subtract amounts of money to give change, using both £ and p in practical contexts.** Record £ and p separately.		→See previous
Y4 NC	→Count backwards through zero to include negative numbers. →Identify, represent and estimate numbers using different representations →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.	→Recognise and write decimal equivalents of any number of tenths or hundredths. →Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. →Solve simple measure and money problems involving fractions and decimals to two decimal places. →Convert between different units of measure [for example, kilometre to metre]. →Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.		→Estimate, compare and calculate different measures, including money in pounds and pence. →Solve simple measure and money problems involving fractions and decimals to two decimal places.		→Solve simple measure and money problems involving fractions and decimals to two decimal places. →Compare numbers with the same number of decimal places up to two decimal places.
Small Steps	→Negative numbers. → Roman numerals to 100.	→Divide 1 digit by 10. →Divide 2 digits by 10 →Hundredths. →Hundredths as decimals. →Hundredths on a place value grid. →Divide 1 or 2 digits by 100.		→Pounds and pence. →Ordering amounts of money. → Convert pounds and pence → Add money → Subtract money → Find change →Using rounding to estimate money. →Four operations.		→ Bonds to 10 and 100. →Make a whole. →Write decimals. →Compare decimals.

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Summer

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Decimals	**Multiplication and Division**	**Time**	**Statistics**		**Addition and Subtraction**
Vocabulary	Decimal equivalent equivalence tenths hundredths decimal point decimal fraction decimal places round estimate ¼, ½ and ¾ as decimals	factor pairs multiple product grouping groups of tables facts place value place holder corresponding fact inverse multiplication table operation remainder column multiplication formal method efficient regrouping exchanging	Analogue digital 12-hour 24-hour convert AM PM	Discrete continuous bar chart line graph interpret data compare comparison line graph relationship represent label title axis axes most/least popular/common		Column addition/subtraction formal method regrouping exchange check inverse
KIRFS	Identify Equivalent Fractions					
Y3 Consolidation	→See previous	→See previous	→See previous	→**Interpret and present data using bar charts, pictograms and tables in different contexts.** →Understand and use simple scales e.g. 2, 5, 10 units per cm in pictograms and bar charts with increasing accuracy. →**Solve one and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.** →*Pose their own questions that can be answered using information presented in different bar charts pictograms and tables.* *Understand and use Venn and Carroll diagrams to support reasoning about numbers or shapes* →*Apply the skills of collecting, representing and interpreting statistical data across the curriculum within and beyond mathematics, sometimes in response to an enquiry of interest to and suggested by pupils.* →Solve calculation problems using information from a range of tables and charts.		→See previous
Y4 NC	→Compare numbers with the same number of decimal places up to two decimal places. →Round decimals with one decimal place to the nearest whole number. →Recognise and write decimal equivalents to ¼, ½ and ¾.	→ Recall and use multiplication and division facts for multiplication tables up to 12 × 12. →Multiply two digit and three digit numbers by a one digit number using formal written layout. →Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	→ Read, write and convert time between analogue and digital 12- and 24-hour clocks. →Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	→ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. →Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		→Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. →Estimate and use inverse operations to check answers to a calculation. →Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.
Small Steps	→Order decimals. →Round decimals. →Halves and quarters	→Revisit all times tables →Efficient multiplication. →Written Methods	→Analogue to digital – 12 hour. Revisited →Analogue to digital – 24 hour.	→Interpret charts. →Comparison, sum and difference →Introducing line graphs. →Line graphs.		→ Efficient subtraction. Revisited →Estimate answers. Revisited →Checking strategies. Revisited