



Y4 Maths overview 2023-24

| Maths Activity | Building Skills and Disciplinary Knowledge | Approaches to Developing Skills and Disciplinary Knowledge | Building Substantive Knowledge and Understanding | Approaches to Developing Substantive Knowledge and Understanding | Curricula Materials | Assessed through (T1 T2 T3) | | |
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| | | | | | | Arithmetic | Problem solving Reasoning | Times tables |
| Fluency | <ul style="list-style-type: none"> recall the answers to basic math facts automatically and without hesitation | <p>Times table testing- each class has a weekly slot to test the children on their timetables</p> <p>144 Club - Incentive for children to learn all of their times tables</p> | <p>Understanding place value of numbers</p> <p>Understanding addition and subtraction of numbers</p> <p>Understanding Geometry- shape/positional language</p> | <ul style="list-style-type: none"> Class teacher modelling Class differentiated tasks Concrete resources available Using outdoor opportunities | <p>TERM 1:</p> <ul style="list-style-type: none"> Place value/ Reasoning with 4 digit numbers Problem solving with integer addition and subtraction Multiplication and division Time and Real life problems Discrete and continuous data <p>TERM 2:</p> <ul style="list-style-type: none"> Understanding fractions and decimals Area and perimeter Solving problems with addition and subtraction <p>TERM3:</p> <ul style="list-style-type: none"> Coordinates, shape and symmetry Calculating with whole numbers and decimals 7 & 9 times tables | <p>Most children will be able to... (working at)</p> | <p>Some children will not yet be able to...(working towards)</p> | <p>Some children are confidently able to... (exceeding)</p> |
| Reasoning | <ul style="list-style-type: none"> follow a line of enquiry, conjecturing relationships and generalisations, develop an argument, justify or prove using mathematical language | <p>Modelled and displayed appropriate Maths vocabulary to support children as reasoning requires active talk</p> <p>Modelled strategies by peers and from masters over time</p> | <p>Understanding multiplication and division of numbers</p> <p>Understanding Measurement-length/weight/ volume/height time/money/temperature/capacity</p> | <ul style="list-style-type: none"> Money week Mathletics online access Maths home learning Problem solving opportunities in lessons | | | | |
| Problem-solving | <ul style="list-style-type: none"> identify and understanding the problem, plan the ways to solve a problem, monitor progress in tackling a problem review a solution to a problem | <p>Opportunities to apply this skill in their maths lessons daily</p> <p>Problem-solving is applied across other subjects such as Science and DT</p> <p>We will be having a problem-solving focused week in the year which will link to another subject</p> | <p>Understanding fractions of numbers</p> <p>Problem-solving</p> <p>Understanding statistics</p> | | | | | |
| Mathletics | <ul style="list-style-type: none"> apply the skills they have learnt | <p>Children can access Mathletics offsite</p> <p>Teachers monitor progress by accessing pupil levels and encourage appropriately</p> <p>Rewards are given in Fridays worship for completing certain levels</p> | | | | | | |
| Presenting data/ Communicating | <ul style="list-style-type: none"> use a variety of software (excel) to present information | <p>Opportunities to use excel to present collected data</p> | | | | | | |
| SMSC | <ul style="list-style-type: none"> working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 maths curriculum resolve conflicts and differing opinions should these arise use of imagination and creative thinking reflect on tasks opportunities to and willingness to explore and understand maths from a variety of cultural backgrounds enjoyment of Y4 Maths curriculum (investigating, problem-solving, teamwork, collaborating, presenting) | <p>Provide opportunities for children to research in pairs</p> <p>Plan in collaboration, teamwork, problem-solving and investigating opportunities</p> | | | | | | |