

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

Summer 2 Unit 24 (Weeks 1 & 2): Fractions		
Lesson	Starter	Lesson Focus
1	Count on and back in steps of unit fractions	Use pictorial representations such as fraction walls to recognise where more than two fractions are equivalent e.g. $\frac{3}{4}$, $\frac{6}{8}$ and $\frac{9}{12}$
2	Recall multiplication and division facts for all multiplication tables	Recognise and show, using diagrams, families of common equivalent fractions
3	Use partitioning to double or halve any number, including decimals to one place	Recognise and show, using diagrams, families of common equivalent fractions
4	Tell the time on a 24-hour clock	Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
5	Derive and use addition and subtraction facts for 1 and 10 (one dp)	Add and subtract fractions with the same denominator (<i>using diagrams</i>)
6	Find the effect of dividing a one- or two-digit number by 10 and 100	Where a fraction of an amount cannot be found by using known division facts, use pictorial representations, e.g. bar model, to find non-unit fractions of a set of objects
7	Recall multiplication and division facts for all multiplication tables	Find non-unit fractions of an amount by using division to find the unit fraction then multiplying to scale up by the numerator e.g. $\frac{4}{7}$ of 315 by calculating $315 \div 7$ to find $\frac{1}{7}$ of 315 which is 45 then 45×4 to find $\frac{4}{7}$ of 315 which is 180
8	Correctly place whole numbers up to 10,000 on a number line	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
9	Round any number to the nearest 10, 100 or 1,000	Solve simple measure problems involving fractions and decimals to two decimal places
10	Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	Solve simple money problems involving fractions and decimals to two decimal places

Summer 2 Unit 25 (Week 3): 2-D and 3-D Shape		
Lesson	Starter	Lesson Focus
1	Recall multiplication and division facts for all multiplication tables	Complete a simple symmetric figure where the line of symmetry is not vertical or horizontal
2	Recognise and show, using diagrams, families of common equivalent fractions	Compare and name any two angles less than two right angles in any orientation, identifying which is greater and less Order more than two angles less than two right angles in any orientation
3	Use partitioning to mentally divide two-digit and three-digit numbers by a one-digit number	Compare and name any two angles less than two right angles in any orientation, identifying which is greater and less Order more than two angles less than two right angles in any orientation
4	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)	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (2-D shapes)
5	Tell the time on a 24-hour clock, e.g. 16:27 is 27 minutes past 4 in the afternoon	Compare and classify geometric shapes based on their properties and sizes (3-D shapes)

Summer 2 Unit 26 (Week 4): Statistics		
Lesson	Starter	Lesson Focus
1	Find non-unit fractions of an amount	Understand that discrete data that can only take specific, separate values and the data sets are not related to each other Interpret and present discrete data using appropriate graphical methods, including bar charts
2	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)	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
3	Use knowledge of place value and multiplication facts to multiply and divide related greater numbers e.g. $630 \div 9 = 70$	Understand that continuous data is data that can take on any value along a continuum Interpret and present continuous data using appropriate graphical methods, including time graphs
4	Round any number to the nearest 10, 100 or 1,000	Solve comparison, sum and difference problems using information presented in time graphs
5	Recall multiplication and division facts for all multiplication tables	Use a variety of sorting diagrams to compare and classify numbers

Summer 2 Unit 27 (Week 5): Place Value		
Lesson	Starter	Lesson Focus
1	Recognise and show, using diagrams, families of common equivalent fractions	Count backwards through zero to include negative numbers
2	Recall multiplication and division facts for all multiplication tables	Know that L represents 50 and C represents 100 Represent numbers with only additive properties up to 100 i.e. not ending in 4 or 9
3	Tell the time on a 24-hour clock, e.g. 16:27 is 27 minutes past 4 in the afternoon	Know that I can only be used before V and X to represent 1 less than 5 (4) and 1 less than 10 (9) Know that X can only be used before L and C to represent 10 less than 50 (40) and 10 less than 100 (90) Represent any number up to 100

Summer 2 (Weeks 5 and 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.
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