ear 4 Autumn 1	
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					Year 4 A	utumn 1					
Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links	Maths Outcomes	Cross Curricular Links
Assessment recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)		identify, represent and estimate numbers using different representations. Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1,000, including counting in 10s and 100s, and maintaining fluency in other multiples		find 1,000 more or less than a given number identify, represent and estimate numbers using different representations		read Roman numerals to 100 (t to C) and know that over time, the numeral system changed to include the concept of the control of the control and number to the nearest 10, 100 or 1,000		add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar Pupits continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency		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	
				order and compare numbers beyond 1,000		Roman numerals should be put in their instorted context so pupils understand that there have been different ways to write whole numbers and that the important concepts of 0 and place value were introduced over a period of End of topic assessment	The Roman Empire - History			Pupils continue to practise both mental methods and columnar addition and addition and addition and subtraction with increasingly large numbers to aid fluency	