



Year 4 Mathematics – Autumn Term 2026



Number Place Value	Number Addition and Subtraction	Measurement Area	Number Multiplication and division
<u>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</u> <u>Identify, represent and estimate numbers using different representations. (part-whole, estimate on a number line, partition and bar model).</u> Read and write numbers up to 1000 in numerals and words. <u>Order, partition and compare numbers to 10 000</u> <u>Find 1000 more or less than a given number.</u> <u>Round any number to the nearest 10, 100 or 1000</u> Count backwards through zero to include negative numbers. 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. Use rounding to estimate. Use the inverse operations to check answers to addition and subtraction calculations.	Find the area of rectilinear shapes by counting squares.	Count in multiples of 6, 7, 9, 25 and 1000. <u>Recall and use multiplication and division facts for multiplication tables up to 12×12.</u> 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. 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.

Children should engage with appropriate number and practical problems throughout each topic. Statements underlined have been identified as 'ready to progress' objectives: key concepts which are essential building blocks for the next steps in learning. These objectives must be embedded across the year so that children are fluent. Resources to support teaching of these specific objectives can be found here:

[Maths Guidance KS1/ KS2](#)

[NCETM progress criteria](#)