**Primary Four Numeracy Overview**

**Term 3**

**Number**

* Order a set of consecutive numbers (increasing and decreasing) within 999.
* Order a set of non-consecutive numbers (increasing and decreasing) within 999.
* Demonstrate value of any number within 999 in terms of hundreds, tens and ones (units) using Base 10 materials.
* Round numbers within 999 to the nearest 100 and to the nearest 10.
* Understand links between fractions of a set and division. (E.g. finding how many objects make “half” of a total set is equivalent to dividing the total number by 2).
* Use knowledge of place value to develop a practical method for vertical addition HTU (no carrying).
* Develop a standard written method for vertical addition HTU (no carrying).
* Use knowledge of place value to develop a practical method for vertical addition HTU (with carrying).
* Develop a standard written method for vertical addition HTU (with carrying).
* Add 9 to any number using 100 square.
* Mentally add 9 to any number, answers within 100.
* Add 19, 29, 39 etc. to any number using 100 square
* Mentally add 19, 29, 39 etc. to any number, answers within 100.
* Know doubles of multiples of 10 up to double 50.
* Use knowledge of place value to develop a standard written method for vertical subtraction HTU (no exchange), estimating the answer before calculating.
* Subtract 9 from any number using 100 square.
* Mentally subtract 9 from any number, answers within 100.
* Subtract 19, 29, 39 etc. from any number using 100 square
* Mentally subtract 19, 29, 39 etc. from any number, answers within 100.
* From 3 given numbers within 50, give 2 addition facts and 2 subtraction facts.
* Solve a range of addition and subtraction problems, using both written and mental calculations, selecting the operation required.
* Understand the 3 times multiplication facts as repeated addition, and as arrays. Develop quick recall, using understanding of commutativity.
* Understand the 4 times multiplication facts as repeated addition, and as arrays. Develop quick recall, using understanding of commutativity, and links with 2 times facts already known.
* Know with quick recall multiplication facts for 2, 5, 10, 3 and 4 and apply in problem-solving situations.
* Understand sharing and grouping concepts of division through practical activities.
* Appreciate that multiplication and division are inverse operations.
* Deduce relevant division facts from 2 times multiplication facts.
* Understand that finding “half” of a total is equivalent to dividing that total by 2.
* Compare different ways of spending a fixed budget up to £10.00.
* Calculate estimated costs by rounding prices to the nearest pound, 50p or 10p as appropriate.
* Discuss ways of managing money effectively: e.g. deciding on best value when considering different options, putting money into a savings account etc.

**Measure**

* Estimate and measure shorter lengths in centimetres.
* Discuss how to measure lengths more accurately – use metres and cm.
* Use different measuring instruments, knowing how to use each one with reasonable accuracy.
* Discuss and select an appropriate unit and measurement device for a particular job.
* Estimate and measure the weight of lighter objects in multiples of 100 grams.
* Discuss how to weigh items more accurately – use kg and grams.

Use different measuring instruments, knowing how to use each one with reasonable accuracy.

* Discuss and select an appropriate unit and measurement device for a particular job.
* Estimate and measure the capacity of smaller containers in multiples of 100 millilitres.
* Discuss how to measure the capacity of containers more accurately – use litres and millilitres.
* Use different measuring instruments, knowing how to use each one with reasonable accuracy.
* Discuss and select an appropriate unit and measurement device for a particular job.
* Through using different sized squares, appreciate the need for a standardised square to measure and compare areas.
* Calculate start, finish, durations, how long until? How long since? using multiples of 5 minutes, including counting through the hour.

Know the number of days in each month.

**Shape and Space**

* Identify which 2D shapes will tessellate and which will not.
* Identify right-angles in the environment, using a right-angle tester.
* Identify angles in 2D shapes which are greater than or less than a right angle.
* Understand that there are always two ways to turn towards a particular direction e.g. ¼ turn clockwise or ¾ turn anticlockwise will have the same effect.
* Use simple grid references to identify a particular square on a grid.

**Handling data**

* Discuss the labelling of the frequency axis on bar charts. Identify situations where labelling may not be in ones (e.g. where the frequency is too great for the axis to fit on the page).
* Discuss, draw and label bar charts which require scales, using paper and ICT. Interpret results and draw appropriate conclusions.
* Investigate statements to see if they are true or false using data handling skills to identify and collect data, display data graphically and interpret results.