

Power Maths Year 4, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|-----------------------------------|-------------------|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value – 4-digit numbers (1) | 9 |
| | Number – number and place value | 2 | Place value – 4-digit numbers (2) | 9 |
| | Number – addition and subtraction | 3 | Addition and subtraction | 15 |
| | Measurement | 4 | Measure – perimeter | 5 |
| | Number – multiplication and division | 5 | Multiplication and division (1) | 11 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 6 | Multiplication and division (2) | 15 |
| | Measurement | 7 | Measure – area | 5 |
| | Number – fractions (including decimals) | 8 | Fractions (1) | 7 |
| | Number – fractions (including decimals) | 9 | Fractions (2) | 8 |
| | Number – fractions (including decimals) | 10 | Decimals (1) | 10 |
| Textbook C / Practice Book C (Term 3) | Number – fractions (including decimals) | 11 | Decimals (2) | 7 |
| | Measurement | 12 | Money | 9 |
| | Measurement | 13 | Time | 5 |
| | Statistics | 14 | Statistics | 5 |
| | Geometry – properties of shapes | 15 | Geometry – angles and 2D shapes | 10 |
| | Geometry – position and direction | 16 | Geometry – position and direction | 6 |

Power Maths Year 4, Textbook 4A (Term 1) Overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---------------------------------|----------|--------|-----------------------------------|---------------|-------------------------------|--|--|----------------|
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 1 | Numbers to 1,000 | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | | |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 2 | Rounding to the nearest 10 | Round any number to the nearest 10, 100 or 1,000 | | |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 3 | Rounding to the nearest 100 | Round any number to the nearest 10, 100 or 1,000 | | |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 4 | Counting in 1,000s | Count in multiples of 6, 7, 9, 25 and 1,000 | Identify, represent and estimate numbers using different representations | |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 5 | Representing 4-digit numbers | Identify, represent and estimate numbers using different representations | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 6 | 1,000s, 100s, 10s and 1s | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | Identify, represent and estimate numbers using different representations | |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 7 | The number line to 10,000 (1) | Identify, represent and estimate numbers using different representations | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 | |
|-----------------------------------|--|--------|-----------------------------------|--------------|--|--|--|--|
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 8 | The number line to 10,000 (2) | Order and compare numbers beyond 1,000 | Identify, represent and estimate numbers using different representations | Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) |
| Number – number and place value | | Unit 1 | Place value – 4-digit numbers (1) | 9 | Roman numerals to 100 | Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value | | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 1 | Finding 1,000 more or less | Find 1,000 more or less than a given number | | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 2 | Comparing 4-digit numbers (1) | Order and compare numbers beyond 1,000 | Identify, represent and estimate numbers using different representations | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 3 | Comparing 4-digit numbers (2) | Order and compare numbers beyond 1,000 | Identify, represent and estimate numbers using different representations | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 4 | Ordering numbers to 10,000 | Order and compare numbers beyond 1,000 | Identify, represent and estimate numbers using different representations | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 5 | Rounding to the nearest 1,000 | Round any number to the nearest 10, 100 or 1,000 | | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 6 | Solving problems using rounding | Solve number and practical problems that involve all of the above and with increasingly large positive numbers | | |
| Number – number and place value | | Unit 2 | Place value – 4-digit numbers (2) | 7 | Counting in 25s | Count in multiples of 6, 7, 9, 25 and 1,000 | | |
| Number – number and place value | Year 5 Number – number and place value | Unit 2 | Place value – 4-digit numbers (2) | 8 | Negative numbers (1) | Count backwards through zero to include negative numbers | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | |
| Number – number and place value | Year 5 Number – number and place value | Unit 2 | Place value – 4-digit numbers (2) | 9 | Negative numbers (2) | Count backwards through zero to include negative numbers | Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | |
| Number – addition and subtraction | Number – number and place value | Unit 3 | Addition and subtraction | 1 | Adding and subtracting 1s, 10s, 100s, 1,000s | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | Solve number and practical problems that involve all of the above and with increasingly large positive numbers | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 2 | Adding two 4-digit numbers (1) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 3 | Adding two 4-digit numbers (2) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | | |

| Strand 1 | Strand 2 | Unit | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|---------------------------------|--------|--------------------------|--------------|--|--|--|
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 4 | Adding two 4-digit numbers (3) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 5 | Subtracting two 4-digit numbers (1) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 6 | Subtracting two 4-digit numbers (2) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 7 | Subtracting two 4-digit numbers (3) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 8 | Subtracting two 4-digit numbers (4) | Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | |
| Number – addition and subtraction | Number – number and place value | Unit 3 | Addition and subtraction | 9 | Equivalent difference | Estimate and use inverse operations to check answers to a calculation | Round any number to the nearest 10, 100 or 1,000 |
| Number – addition and subtraction | Number – number and place value | Unit 3 | Addition and subtraction | 10 | Estimating answers to additions and subtractions | Estimate and use inverse operations to check answers to a calculation | Round any number to the nearest 10, 100 or 1,000 |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 11 | Checking strategies | Estimate and use inverse operations to check answers to a calculation | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 12 | Problem solving – addition and subtraction (1) | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 13 | Problem solving – addition and subtraction (2) | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 14 | Problem solving – addition and subtraction (3) | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | |
| Number – addition and subtraction | | Unit 3 | Addition and subtraction | 15 | Problem solving – addition and subtraction (4) | Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | |
| Measurement | | Unit 4 | Measure – perimeter | 1 | Kilometres | Convert between different units of measure [for example, kilometre to metre; hour to minute] | |
| Measurement | | Unit 4 | Measure – perimeter | 2 | Perimeter of a rectangle (1) | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|--------------------------------------|-------------|--------|---------------------------------|---------------|--|--|--|----------------|
| Measurement | | Unit 4 | Measure – perimeter | 3 | Perimeter of a rectangle (2) | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | | |
| Measurement | | Unit 4 | Measure – perimeter | 4 | Perimeter of rectilinear shapes (1) | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | | |
| Measurement | | Unit 4 | Measure – perimeter | 5 | Perimeter of rectilinear shapes (2) | Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 1 | Multiplying by multiples of 10 and 100 | Recall multiplication and division facts for multiplication tables up to 12×12 | 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 | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 2 | Dividing by multiples of 10 and 100 | Recall multiplication and division facts for multiplication tables up to 12×12 | 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 | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 3 | Multiplying by 0 and 1 | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 4 | Dividing by 1 | 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 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 5 | Multiplying and dividing by 6 | Recall multiplication and division facts for multiplication tables up to 12×12 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 6 | 6 times-table | Recall multiplication and division facts for multiplication tables up to 12×12 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 7 | Multiplying and dividing by 9 | Recall multiplication and division facts for multiplication tables up to 12×12 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 8 | 9 times-table | Recall multiplication and division facts for multiplication tables up to 12×12 | | |
| Number – multiplication and division | Measurement | Unit 5 | Multiplication and division (1) | 9 | Multiplying and dividing by 7 | Recall multiplication and division facts for multiplication tables up to 12×12 | Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 10 | 7 times-table | Recall multiplication and division facts for multiplication tables up to 12×12 | | |
| Number – multiplication and division | | Unit 5 | Multiplication and division (1) | 11 | 11 and 12 times-tables | Recall multiplication and division facts for multiplication tables up to 12×12 | | |

Power Maths Year 4, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|-----------------------------------|-------------------|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value – 4-digit numbers (1) | 9 |
| | Number – number and place value | 2 | Place value – 4-digit numbers (2) | 9 |
| | Number – addition and subtraction | 3 | Addition and subtraction | 15 |
| | Measurement | 4 | Measure – perimeter | 5 |
| | Number – multiplication and division | 5 | Multiplication and division (1) | 11 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 6 | Multiplication and division (2) | 15 |
| | Measurement | 7 | Measure – area | 5 |
| | Number – fractions (including decimals) | 8 | Fractions (1) | 7 |
| | Number – fractions (including decimals) | 9 | Fractions (2) | 8 |
| | Number – fractions (including decimals) | 10 | Decimals (1) | 10 |
| Textbook C / Practice Book C (Term 3) | Number – fractions (including decimals) | 11 | Decimals (2) | 7 |
| | Measurement | 12 | Money | 9 |
| | Measurement | 13 | Time | 5 |
| | Statistics | 14 | Statistics | 5 |
| | Geometry – properties of shapes | 15 | Geometry – angles and 2D shapes | 10 |
| | Geometry – position and direction | 16 | Geometry – position and direction | 6 |

Power Maths Year 4, Textbook 4B (Term 2) overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|--------------------------------------|---|--------|---------------------------------|---------------|--|--|--|
| Number – multiplication and division | Year 5 – number – multiplication and division | Unit 6 | Multiplication and division (2) | 1 | Problem solving – addition and multiplication | 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 | Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |
| Number – multiplication and division | Year 5 – number – multiplication and division | Unit 6 | Multiplication and division (2) | 2 | Problem solving – mixed problems | 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 | Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 3 | Using written methods to multiply | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 4 | Multiplying a 2-digit number by a 1-digit number | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 5 | Multiplying a 3-digit number by a 1-digit number | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 6 | Problem solving – multiplication | 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 | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|----------|--------|---------------------------------|---------------|---|--|--|
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 7 | Multiplying more than two numbers (1) | 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 | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 8 | Multiplying more than two numbers (2) | Recognise and use factor pairs and commutativity in mental calculations | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 9 | Problem solving – mixed correspondence problems | Recognise and use factor pairs and commutativity in mental calculations | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 10 | Dividing a 2-digit number by a 1-digit number (1) | 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 |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 11 | Division with remainders | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout | 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 |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 12 | Dividing a 2-digit number by a 1-digit number (2) | 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 | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 13 | Dividing a 2-digit number by a 1-digit number (3) | 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 | Multiply two-digit and three-digit numbers by a one-digit number using formal written layout |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 14 | Dividing a 3-digit number by a 1-digit number | 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 | |
| Number – multiplication and division | | Unit 6 | Multiplication and division (2) | 15 | Problem solving – division | 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 | |
| Measurement | | Unit 7 | Measure – area | 1 | What is area? | Find the area of rectilinear shapes by counting squares | Estimate, compare and calculate different measures, including money in pounds and pence |
| Measurement | | Unit 7 | Measure – area | 2 | Counting squares (1) | Find the area of rectilinear shapes by counting squares | |
| Measurement | | Unit 7 | Measure – area | 3 | Counting squares (2) | Find the area of rectilinear shapes by counting squares | |
| Measurement | | Unit 7 | Measure – area | 4 | Making shapes | Find the area of rectilinear shapes by counting squares | |
| Measurement | | Unit 7 | Measure – area | 5 | Comparing area | Estimate, compare and calculate different measures, including money in pounds and pence | |
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 1 | Tenths and hundredths (1) | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | |
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 2 | Tenths and hundredths (2) | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|----------|---------|---------------|---------------|--|---|---|
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 3 | Equivalent fractions (1) | Recognise and show, using diagrams, families of common equivalent fractions | |
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 4 | Equivalent fractions (2) | Recognise and show, using diagrams, families of common equivalent fractions | |
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 5 | Simplifying fractions | Recognise and show, using diagrams, families of common equivalent fractions | |
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 6 | Fractions greater than 1 (1) | 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 | |
| Number – fractions (including decimals) | | Unit 8 | Fractions (1) | 7 | Fractions greater than 1 (2) | 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 | |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 1 | Adding fractions | Add and subtract fractions with the same denominator | |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 2 | Subtracting fractions (1) | Add and subtract fractions with the same denominator | 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 |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 3 | Subtracting fractions (2) | Add and subtract fractions with the same denominator | 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 |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 4 | Problem solving – adding and subtracting fractions (1) | 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 | |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 5 | Problem solving – adding and subtracting fractions (2) | 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 | |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 6 | Calculating fractions of a quantity | 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 | |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 7 | Problem solving – fraction of a quantity (1) | 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 | |
| Number – fractions (including decimals) | | Unit 9 | Fractions (2) | 8 | Problem solving – fraction of a quantity (2) | 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 | |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 1 | Tenths (1) | Recognise and write decimal equivalents of any number of tenths or hundredths | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 |
|---|----------|---------|--------------|---------------|------------------------|--|--|
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 2 | Tenths (2) | Recognise and write decimal equivalents of any number of tenths or hundredths | |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 3 | Tenths (3) | Recognise and write decimal equivalents of any number of tenths or hundredths | Solve simple measure and money problems involving fractions and decimals to two decimal places |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 4 | Dividing by 10 (1) | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 5 | Dividing by 10 (2) | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 6 | Hundredths (1) | Recognise and write decimal equivalents of any number of tenths or hundredths | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 7 | Hundredths (2) | Recognise and write decimal equivalents of any number of tenths or hundredths | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 8 | Hundredths (3) | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 9 | Dividing by 100 | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | |
| Number – fractions (including decimals) | | Unit 10 | Decimals (1) | 10 | Dividing by 10 and 100 | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | |

Power Maths Year 4, yearly overview

| Textbook | Strand | Unit | | Number of Lessons |
|--|---|------|-----------------------------------|-------------------|
| Textbook A / Practice Book A (Term 1) | Number – number and place value | 1 | Place value – 4-digit numbers (1) | 9 |
| | Number – number and place value | 2 | Place value – 4-digit numbers (2) | 9 |
| | Number – addition and subtraction | 3 | Addition and subtraction | 15 |
| | Measurement | 4 | Measure – perimeter | 5 |
| | Number – multiplication and division | 5 | Multiplication and division (1) | 11 |
| Textbook B / Practice Book B (Term 2) | Number – multiplication and division | 6 | Multiplication and division (2) | 15 |
| | Measurement | 7 | Measure – area | 5 |
| | Number – fractions (including decimals) | 8 | Fractions (1) | 7 |
| | Number – fractions (including decimals) | 9 | Fractions (2) | 8 |
| | Number – fractions (including decimals) | 10 | Decimals (1) | 10 |
| Textbook C / Practice Book C (Term 3) | Number – fractions (including decimals) | 11 | Decimals (2) | 7 |
| | Measurement | 12 | Money | 9 |
| | Measurement | 13 | Time | 5 |
| | Statistics | 14 | Statistics | 5 |
| | Geometry – properties of shapes | 15 | Geometry – angles and 2D shapes | 10 |
| | Geometry – position and direction | 16 | Geometry – position and direction | 6 |

Power Maths Year 4, Textbook 4C (Term 3) Overview

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|----------|---------|--------------|---------------|---------------------|--|--|----------------|
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 1 | Making a whole | Recognise and write decimal equivalents of any number of tenths or hundredths | Add and subtract fractions with the same denominator | |
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 2 | Writing decimals | Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | | |
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 3 | Comparing decimals | Compare numbers with the same number of decimal places up to two decimal places | | |
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 4 | Ordering decimals | Compare numbers with the same number of decimal places up to two decimal places | | |
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 5 | Rounding decimals | Round decimals with one decimal place to the nearest whole number | | |
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 6 | Halves and quarters | Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---|---|---------|--------------|---------------|---|--|--|----------------|
| Number – fractions (including decimals) | | Unit 11 | Decimals (2) | 7 | Problem solving – decimals | Solve simple measure and money problems involving fractions and decimals to two decimal places | | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 1 | Pounds and pence | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 2 | Pounds, tenths and hundredths | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 3 | Ordering amounts of money | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 4 | Rounding money | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | | Unit 12 | Money | 5 | Using rounding to estimate money | Estimate, compare and calculate different measures, including money in pounds and pence | | |
| Measurement | | Unit 12 | Money | 6 | Problem solving – pounds and pence | Estimate, compare and calculate different measures, including money in pounds and pence | | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 7 | Problem solving – multiplication and division | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 8 | Solving two-step problems | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | Number – fractions (including decimals) | Unit 12 | Money | 9 | Problem solving – money | Estimate, compare and calculate different measures, including money in pounds and pence | Solve simple measure and money problems involving fractions and decimals to two decimal places | |
| Measurement | | Unit 13 | Time | 1 | Units of time (1) | Convert between different units of measure [for example, kilometre to metre; hour to minute] | | |
| Measurement | | Unit 13 | Time | 2 | Units of time (2) | Convert between different units of measure [for example, kilometre to metre; hour to minute] | | |
| Measurement | | Unit 13 | Time | 3 | Converting times (1) | Convert between different units of measure [for example, kilometre to metre; hour to minute] | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|---------------------------------|----------|---------|---------------------------------|---------------|--|--|----------------|----------------|
| Measurement | | Unit 13 | Time | 4 | Converting times (2) | Convert between different units of measure [for example, kilometre to metre; hour to minute] | | |
| Measurement | | Unit 13 | Time | 5 | Problem solving – units of time | Convert between different units of measure [for example, kilometre to metre; hour to minute] | | |
| Statistics | | Unit 14 | Statistics | 1 | Charts and tables (1) | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | | |
| Statistics | | Unit 14 | Statistics | 2 | Charts and tables (2) | Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | | |
| Statistics | | Unit 14 | Statistics | 3 | Line graphs (1) | Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | | |
| Statistics | | Unit 14 | Statistics | 4 | Line graphs (2) | Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | | |
| Statistics | | Unit 14 | Statistics | 5 | Problem solving – graphs | Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 1 | Identifying angles | Identify acute and obtuse angles and compare and order angles up to two right angles by size | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 2 | Comparing and ordering angles | Identify acute and obtuse angles and compare and order angles up to two right angles by size | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 3 | Identifying regular and irregular shapes | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 4 | Classifying triangles | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | |

| Strand 1 | Strand 2 | Unit | | Lesson number | Lesson title | NC Objective 1 | NC Objective 2 | NC Objective 3 |
|-----------------------------------|----------|---------|-----------------------------------|---------------|--|--|----------------|----------------|
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 5 | Classifying and comparing quadrilaterals | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 6 | Deducing facts about shapes | Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 7 | Lines of symmetry inside a shape | Identify lines of symmetry in 2D shapes presented in different orientations | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 8 | Lines of symmetry outside a shape | Identify lines of symmetry in 2D shapes presented in different orientations | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 9 | Completing a symmetric figure | Complete a simple symmetric figure with respect to a specific line of symmetry | | |
| Geometry – properties of shapes | | Unit 15 | Geometry – angles and 2D shapes | 10 | Completing a symmetric shape | Complete a simple symmetric figure with respect to a specific line of symmetry | | |
| Geometry – position and direction | | Unit 16 | Geometry – position and direction | 1 | Describing position (1) | Describe positions on a 2D grid as coordinates in the first quadrant | | |
| Geometry – position and direction | | Unit 16 | Geometry – position and direction | 2 | Describing position (2) | Describe positions on a 2D grid as coordinates in the first quadrant | | |
| Geometry – position and direction | | Unit 16 | Geometry – position and direction | 3 | Drawing on a grid | Plot specified points and draw sides to complete a given polygon | | |
| Geometry – position and direction | | Unit 16 | Geometry – position and direction | 4 | Reasoning on a grid | Describe positions on a 2D grid as coordinates in the first quadrant | | |
| Geometry – position and direction | | Unit 16 | Geometry – position and direction | 5 | Moving on a grid | Describe movements between positions as translations of a given unit to the left/right and up/down | | |
| Geometry – position and direction | | Unit 16 | Geometry – position and direction | 6 | Describing a movement on a grid | Describe movements between positions as translations of a given unit to the left/right and up/down | | |