YEAR 4 MATHEMATICS LONG-TERM PLAN

Teaching for Mastery curriculum

ACADEMIC YEAR
2026 / 2027

Curriculum basis: NCETM Curriculum Prioritisation, the National Curriculum for England and the DfE Ready-to-Progress criteria. Suggested timings are indicative and should be adapted responsively.

Reviewed: _____
Maths Lead: _____

STANDALONE MASTERING NUMBER PROVISION Year 4 pupils receive separate 15–20 minute Mastering Number sessions in addition to the main mathematics lesson. These sessions strengthen multiplicative fluency and flexibility; they complement rather than replace the NCETM units below.

Half term	Unit	NCETM unit	Indicative time	Curriculum strand	Ready-to-Progress	PD / guidance	Online unit
Autumn 1	1	Review of column addition and subtraction	3 weeks	Addition and subtraction	3AS-2	1.20, 1.21	Open
Autumn 1/2	2	Numbers to 10,000	5 weeks	Number and place value / calculation	4NPV-1–4, 4NF-3	1.22	Open
Autumn 2	3	Perimeter	2 weeks	Measurement / geometry	4G-2	2.16	Open
Autumn 2 / Spring 1	4	3, 6, 9 times tables	4 weeks	Number facts / multiplication and division	4NF-1	2.8	Open
Spring 1	5	7 times table and patterns	2 weeks	Number facts / multiplication and division	4NF-1	2.9	Open
Spring 1/2	6	Understanding and manipulating multiplicative relationships	5 weeks	Multiplication and division	4MD-1–3, 4NF-3	2.10, 2.13	Open
Spring 2	7	Coordinates	2 weeks	Geometry: position and direction	4G-1	DfE Year 4 guidance	Open
Spring 2	8	Review of fractions	1 week	Fractions	3F-1	3.1	Open
Summer 1	9	Fractions greater than 1	5 weeks	Fractions	4F-1–3	3.5	Open
Summer 2	10	Symmetry in 2D shapes	2 weeks	Geometry	4G-3	DfE Year 4 guidance	Open
Summer 2	11	Time	1 week	Measurement	National Curriculum	School resources	Open
Summer 2	12	Division with remainders	2 weeks	Multiplication and division	4NF-2	2.12	Open

Sequencing note: Follow the NCETM order unless a reviewed curriculum decision indicates otherwise. Use spare days and weeks for transition, statutory breadth, the multiplication tables check, assessment, consolidation and responsive re-teaching—not automatic acceleration.

YEAR 4 CURRICULUM PRIORITIES AND STATUTORY BREADTH

Big mathematical ideas in Year 4

- Extend place-value understanding to 10,000, including composition, comparison, rounding and scaling known facts by 100.
- Secure fluent recall of multiplication and division facts to 12 × 12, noticing relationships within and across tables.
- Understand multiplication and division through commutativity, inverse relationships and the distributive property.
- Use efficient mental strategies and secure column addition and subtraction, explaining when a method is appropriate.
- Locate, convert, add and subtract mixed numbers and improper fractions with the same denominator.
- Connect perimeter, coordinates, regular polygons and symmetry to precise geometrical reasoning.
- Use representations flexibly, then reason and generalise without unnecessary acceleration.

Year 4 Ready-to-Progress criteria

- **4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to other four-digit multiples of 100.
- **4NPV–2** Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.
- **4NPV–3** Reason about the location of any four-digit number in the linear number system, including previous and next multiples of 1,000 and 100, and round to the nearest of each.
- **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales and number lines marked in multiples of 1,000 with these equal divisions.
- **4NF–1** Recall multiplication and division facts up to 12 × 12, and recognise products in multiplication tables as multiples of the corresponding number.
- **4NF–2** Solve division problems with two-digit dividends and one-digit divisors that involve remainders, interpreting the remainder appropriately for the context.
- **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts, scaling facts by 100.
- **4MD–1** Multiply and divide whole numbers by 10 and 100, keeping to whole-number quotients, and understand this as making a number 10 or 100 times the size.
- **4MD–2** Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.
- **4MD–3** Understand and apply the distributive property of multiplication.
- **4F–1** Reason about the location of mixed numbers in the linear number system.
- **4F–2** Convert mixed numbers to improper fractions and vice versa.
- **4F–3** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- **4G–1** Draw polygons specified by coordinates in the first quadrant, and translate within the first quadrant.
- **4G–2** Identify regular polygons as those with equal side lengths and equal angles; find the perimeter of regular and irregular polygons.
- **4G–3** Identify line symmetry in 2D shapes in different orientations; reflect shapes and complete figures or patterns using a specified line of symmetry.

National Curriculum domain	Where it is primarily addressed	Long-term planning requirement
Number and place value	Unit 2; reinforced across calculation, measure and Mastering Number	Count in multiples of 6, 7, 9, 25 and 1,000; find 1,000 more or less; count through zero; read Roman numerals to 100; compare, order and round four-digit numbers.
Addition and subtraction	Units 1 and 2; ongoing problem solving	Add and subtract numbers with up to four digits using formal written methods; estimate and use inverse operations; solve two-step contextual problems and choose efficient methods.
Multiplication and division	Units 4–6 and 12; Mastering Number	Recall all facts to 12 × 12; use factor pairs and three-factor products; multiply two- and three-digit numbers by one digit; solve scaling, correspondence and remainder problems.
Fractions and decimals	Units 8 and 9; supplementary decimal work	Recognise equivalent fractions and hundredths; connect fractions and division; divide by 10 and 100; compare and round decimals; know decimal equivalents of 1/4, 1/2 and 3/4.
Measurement	Units 3 and 11; integrated within Unit 2	Convert units of length; estimate and calculate measures and money; read analogue and digital time; find area by counting squares; apply perimeter in varied contexts.
Geometry	Units 3, 7 and 10; supplementary shape and angle work	Classify triangles and quadrilaterals; identify acute and obtuse angles and compare angles; describe position and translation in the first quadrant; analyse symmetry in varied orientations.
Statistics	Planned supplementary unit or integrated curriculum opportunities	Interpret and present discrete and continuous data using bar charts and time graphs; solve comparison, sum and difference questions using information in graphs and tables.

IMPORTANT COVERAGE CHECK The NCETM units provide a coherent framework but are not an off-the-peg scheme. Teachers must check the statutory Year 4 programme of study and supplement units where necessary—particularly decimals, area, wider shape and angle content, statistics and the breadth of measurement.

PLANNING, REPRESENTATION, ASSESSMENT AND REVIEW

Key representations and manipulatives

- Place-value counters, base-ten equipment and place-value charts for four-digit composition, exchange and scaling.
- Marked and unmarked number lines for rounding, intervals, negative numbers and mixed numbers.
- Arrays, multiplication charts, bar models and area models for table relationships, distributivity and division.
- Fraction strips, Cuisenaire rods and number lines for improper fractions, mixed numbers and equivalence.
- Perimeter strips, rulers, coordinate grids, mirrors and varied polygons for geometry and measure.
- Clocks, money and practical measuring equipment to maintain the full statutory breadth.

Mathematical language and talk

- Explicitly teach thousand, multiple, factor, product, dividend, divisor, quotient, remainder, inverse, commutative and distributive.
- Use numerator, denominator, equivalent, improper fraction and mixed number precisely and consistently.
- Develop geometrical language including regular, irregular, perimeter, coordinate, translate, horizontal, vertical and line of symmetry.
- Use stem sentences to connect calculation and representation, for example: “If one factor is multiplied by… then…”
- Expect pupils to compare methods, explain efficiency and justify generalisations using complete mathematical sentences.

Assessment checkpoints

- Entry: use Year 3 transition information and early Mastering Number observations to check additive and multiplicative fluency.
- After Unit 2: assess four-digit place value, rounding and secure column calculation.
- After Unit 6: check table fluency, multiplicative structures and scaling; use findings to prepare responsively for the statutory multiplication tables check.
- After Unit 9: assess fraction location, equivalence and calculation across whole numbers.
- End of term: triangulate teacher judgement, independent work, NCETM assessment questions and the school’s agreed summative assessment.
- End of year: confirm statutory breadth and secure Ready-to-Progress knowledge for Year 5.

Adaptive teaching and responsive pacing

- Maintain a common ambitious mathematical focus while adapting representation, language, scaffolding and the amount of practice.
- Use Mastering Number evidence, pre-teaching and short same-day intervention to address gaps in multiplication facts and number relationships.
- Keep concrete and pictorial models available for new structures; remove scaffolds as pupils demonstrate secure understanding.
- Deepen through proof, comparison, multiple representations and generalisation rather than premature movement into Year 5 content.
- Use indicative timings flexibly in response to assessment, term dates and pupils’ prior learning.

Before the half term	During teaching	At the review point
Check prior learning, unit outcomes, statutory objectives, likely misconceptions and required resources.	Use formative assessment to adapt pacing; annotate this plan where units are extended, condensed or supplemented.	Record coverage, pupils needing further support and any curriculum refinements for the following cohort.

Core planning sources: NCETM Year 4 curriculum map | NCETM Curriculum Prioritisation guidance | DfE Mathematics Guidance: Year 4 | National Curriculum: Mathematics KS1–2