Year 4 – Maths Teaching Overview

Autumn 1		
Mental addition and subtraction **(MAS)**	Find pairs with a total of 100; add to the next multiple of 100 and subtract to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers	• work out bonds to 100.
		• organise their work in a logical way • begin to check that all solutions have been found.
		• work out how many to the next multiple of 100 and the previous multiple of 100.
		• solve subtractions of 3-digit numbers by counting up to next multiple of 10 then to multiple of 100 and then on.
		• add several numbers using number facts, including multiples of 10 or 100.
Number and place-value **(NPV)**; Mental addition and subtraction **(MAS)**	Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers	• recognise what each digit represents in a 4-digit number • read and write 4-digit numbers including using zeros as place-holders.
		• recognise what each digit represents in a 4-digit number • compare 4-digit numbers writing inequality sentences using < and >.
		• place 4-digit numbers on landmarked lines • use their knowledge of place-value to estimate the positions of numbers on number lines • order 4-digit numbers using a line.
		• add 2-digit numbers mentally • identify strategies appropriate to the numbers in a calculation.
		• subtract using counting back and counting up • choose an appropriate method to subtract (counting back or counting up) according to the number being subtracted.
Mental multiplication and division **(MMD)**; Fractions, ratio and proportion **(FRP)**	Learn × and ÷ facts for the 6 and 9x tables and identify patterns; multiply multiples of 10 by 1-digit numbers; multiply 2-digit numbers by 1-digit numbers (the grid method); find fractions of amounts	• begin to recognise × and ÷ facts for the 6 times-table.
		• spot and describe patterns • begin to know multiplication and division facts for the 9 times-table.
		• use multiplication facts and place-value to multiply multiples of 10 by single-digit numbers.
		• multiply 2-digit numbers by single-digit numbers, mentally and using the grid method.
		• use division to find unit fractions of amounts.
Measurement **(MEA)**; Mental addition and subtraction **(MAS)**; Decimals, percentages and their equivalence to fractions **(DPE)**	Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation	• tell time to the minute on digital and analogue clocks • know there are 60 minutes in an hour.
		• calculate time intervals in minutes • tell the time on analogue and digital clocks.
		• calculate time intervals in hours and minutes • tell the time on analogue and digital clocks.
		• use a ruler to measure to the nearest cm and mm

		• estimate lengths in cm and mm • begin to write measurements using decimal notation • recognise relationship between mm/cm/m.
		• estimate measure and write to nearest m, cm and mm • write measurements using two-place decimal notation, m and cm • convert cm to m and vice versa.
Written addition and subtraction **(WAS)**	Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)	• add two 3-digit numbers • understand and use place-value to solve addition, writing it correctly.
		• add 3-digit numbers using written column method.
		• subtract 3-digit numbers using written method involving decomposition of the hundreds digit.
		• subtract 3-digit numbers using expanded written column subtraction (decomposing in one column only).
		• subtract a pair of 3-digit numbers using an expanded written method involving decomposition in one column.
Autumn 2		
Mental multiplication and division **(MMD)**; Fractions, ratio and proportion **(FRP)**	Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)	• double 3-digit numbers using partitioning • spot, describe and predict patterns.
		• halve even 3-digit numbers using partitioning.
		• compare unit fractions • begin to see fractions equivalent to halves, thirds and quarters.
		• identify equivalent fractions • reduce $^1/_4$s, $^1/_6$s, $^1/_8$s and $^1/_{10}$s to their simplest forms.
		• count in steps of $^1/_4$, $^1/_8$, $^1/_6$ and $^1/_{10}$ reducing some fractions to their simplest form.
Number and place-value **(NPV)**; Written addition and subtraction **(WAS)**; Decimals, percentages and their equivalence to fractions **(DPE)**	Look at place-value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns	• begin to understand the relationship between tenths and decimals • begin to use decimal notation.
		• multiply and divide whole numbers by 10 • order fractions and decimals including mixed numbers using number lines • use decimal notation.
		• add two 4-digit numbers using written method.
		• make sensible choices between mental and written methods for addition.
		• use logical thinking to look for patterns • add 3-digit and 4-digit numbers using column addition.
Measurement **(MEA)**; Statistics **(STA)**	Convert multiples of 100g into kilograms; convert multiples of 100ml into litres; read scales to the nearest 100ml; estimate capacities; draw bar charts, record and interpret information	• weigh items to the nearest 100,g • convert multiples of 100,g to kilograms and vice versa, e.g. 600,g to 0·6,kg.
		• choose likely weights for given items

		• draw a bar chart to show weight.
		• answer a question by collecting, displaying and interpreting data in a frequency table and bar chart, choosing an appropriate scale.
		• measure capacity to the nearest 100,ml • convert multiples of 100,ml to litres and vice versa, e.g. 600,ml to 0·6 litres.
		• measure capacity to the nearest 100,ml. • estimate capacity using 200,ml cup and 1 litre container as benchmark.
Number and place-value **(NPV)**; Mental addition and subtraction **(MAS)**; Written addition and subtraction **(WAS)**	Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use	• round 4-digit numbers to the nearest 10, 100 and 1000.
		• use a written method to subtract pairs of 3-digit numbers.
		• subtract 3-digit numbers using expanded written subtraction.
		• use counting up as a strategy to perform mental subtraction where the larger number has one or more zeros • decide when it is easier/more efficient to count up to solve subtractions rather than use a written column method.
		• use both expanded written column subtraction and counting up to solve subtractions • decide when to use which method.
Mental multiplication and division **(MMD)**; Written multiplication and division **(WMD)**	Use the grid method to multiply 3-digit by 1-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by 1-digit numbers with no remainder, then with a remainder	• use the grid method to multiply 3-digit numbers by single-digit numbers.
		• multiply 3-digit numbers by single-digit numbers using the grid method • begin to estimate answers to 3-digit numbers multiplied by 1-digit numbers.
		• use the vertical algorithm to multiply 3-digit numbers by single-digit numbers.
		• divide numbers just beyond known times-tables by single-digit numbers where there is no remainder.
		• divide 2-digit numbers just beyond known times-tables by single-digit numbers including those which leave a remainder.
Spring 1		
	Place 4-digit numbers on landmarked lines; 0-10,000 and 1000-2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers	• locate 4-digit numbers on a 0–10,000 line and on a 1000 line • round 4-digit numbers to the nearest 1000, 100 and 10.
		• solve additions and subtractions mentally using place-value • count back in 1s across multiples of 10, 100 and 1000 to solve subtractions.
		• count on and back in 10s, 100s, 1000s • count on and back in 50s and 25s • identify patterns in numbers and explain them using the relationship between the numbers and their knowledge of place-value.
		• add multiples of 10 to 4-digit numbers • add multiples of 100 to 4-digit numbers.

		• subtract multiples of 10 from 4-digit numbers • subtract multiples of 100 from 4-digit numbers.
	Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry'); learn the 7x table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers	• begin to use the compact method of column subtraction (decomposition) to solve subtractions requiring one 'exchange'.
		• use expanded written subtraction and begin to use compact written subtraction to subtract pairs of 3-digit numbers and 2-digit numbers from 3-digit numbers (one 'exchange').
		• know the 7 times-table • know other 'tricky' facts, e.g. 6 × 8, 7 × 8 and 6 × 7.
		• use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers • use grid method to multiply 3-digit numbers by 1-digit numbers.
		• use the vertical algorithm to multiply 3-digit numbers, including amounts of money, by 1-digit numbers.
	Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters)	• multiply and divide by 4 by doubling/or halving twice • multiply by 5 by multiplying by 10 and halving • multiply by 20 by doubling and multiplying by 10.
		• find non-unit fractions of 2-digit numbers, e.g. $^{5}/_{6}$ of 42.
		• find non-unit fractions of larger numbers and multiples of 10.
		• identify equivalent fractions, particularly those equivalent to one-half, one-third and one-quarter • begin to compare fractions with non-like denominators.
		• simplify fractions using equivalent fractions.
	Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties; draw the other half of symmetrical shapes	• identify right angle, acute and obtuse angles.
		• draw lines to a given length • recognise perpendicular and parallel lines.
		• describe the properties of 2D shapes • sort 2D shapes using given criteria.
		• draw shapes with given properties, e.g. acute/obtuse angles, parallel/perpendicular sides.
		• draw lines of symmetry • draw the other half of symmetrical shapes.
	Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place-value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50	• use mental strategies and tables facts to divide larger numbers by single-digit numbers to give answers of between 10 and 25, with no remainders.
		• use mental strategies and tables facts to divide numbers by single-digit numbers to give answers of between 10 and 25, with remainders.
		• identify factor pairs for multiples of numbers within the times-tables • use factor pairs to help them solve multiplications and divisions involving larger numbers.

		• find complements to multiples of 1000 by counting up using complements to 100.
		• use counting up to find change from £10 and £20 • make an amount of change using real coins.
Spring 2		
Decimals, percentages and their equivalence to fractions **(DPE)**; Number and place-value **(NPV)**; Written addition and subtraction **(WAS)**	Recognise, use, compare and order decimal numbers; understand place-value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add 4-digit numbers using written method with answers greater than 10,000	• recognise and use decimal notation • understand a decimal is a tenth.
		• compare one-place decimals and complete greater than and less than sentences • round one-place decimals to nearest whole number.
		• divide 2-digit numbers by ten and 3-digit multiples of ten by a hundred to get decimal answers. Multiply decimals by ten and hundred • understand place-value of one place decimals.
		• add 4-digit numbers using written method where answers are greater than 10000.
		• add 4-digit numbers using written addition with answers greater than 10,000 and having to move tens, hundreds & thousands • read and interpret addition word problems.
Mental addition and subtraction **(MAS)**; Written addition and subtraction **(WAS)**; Decimals, percentages and their equivalence to fractions **(DPE)**	Add amounts of money using written methods and mentally using place-value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place-value or number facts); solve subtractions using a suitable written method (column subtraction)	• add amount of money using mental strategies • know number facts e.g. bonds to all numbers from 1 to 20.
		• decide whether to use written or mental method to solve addition • add several numbers.
		• solve subtractions of amounts of money mentally • choose appropriate method for solving mental subtraction (count up or take-away).
		• subtract using a written column method • use a methodical, systematic approach to investigating and reasoning.
		• decide the appropriate method to solve a subtraction either Column method or counting up (Frog) • subtract using counting up (Frog) • subtract using Column method
Measurement **(MEA)**	Tell the time on a 24-hour clock, using am and pm correctly; convert pm times to 24-hour clock and vice versa; use 24-hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one	• relate analogue pm times to digital 24 hour clock • read and understand 24 hour clock digital times.
		• relate analogue to digital time using the 24 hour clock • understand am and pm • calculate time intervals using the 24 hour clock.

	unit of length to another; solve word problems involving lengths including those involving perimeters	• find the perimeter of a rectangle by calculation • find the perimeter of a rectilinear shape by calculation.
		• find missing lengths in rectilinear shapes using the fact that opposite sides of a rectangle are equal • find the perimeter of rectilinear shapes.
		• convert between SI units of length • solve word problems involving length.
Number and place-value **(NPV)**; Written addition and subtraction **(WAS)**; Mental addition and subtraction **(MAS)**	Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog)	• read and write 4-digit numbers knowing what each digit represents • partition 4-digit numbers into thousands, one thousand and the hundreds and then the tens and ones, i.e. 5821 = 4000 + 1800 + 21.
		• use column subtraction to solve 4-digit – 4-digit, decomposing in two columns (ones and tens).
		• solve 4-digit subtractions using written method.
		• solve 4-digit subtractions using the written method • solve 4-digit subtractions using Frog
		• choose appropriate methods, mental or written, for solving subtractions • solve subtractions using written and mental strategies.
Written multiplication and division **(WMD)**	Use the ladder method to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems	• use a written method to multiply 3-digit numbers by single-digit numbers.
		• use a written method to multiply 3-digit numbers by single-digit numbers • notice patterns, make and test predictions.
		• divide 2-digit and 3-digit numbers by single-digit numbers using mental strategies and times-tables facts, without remainders • understand that multiplication and division are inverse operations.
		• use mental strategies to divide numbers by single-digit numbers, with remainders • understand that multiplication and division are inverse operations.
		• identify the calculation(s) needed to solve a word problem.
Summer 1		
Number and place-value **(NPV)**	Read, write and compare 4-digit numbers, writing numbers in between and placing them on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature	• read, write and compare 4-digit numbers • place 4-digit numbers on a line • generate numbers between two 4-digit numbers.
		• read, write and compare 4-digit numbers • say the number 100 more/less, 1000 more/less than any 4-digit multiple of 100.
		• begin to read and write 5-digit numbers • understand what each digit represents in a 5-digit number.

		• read, use and compare negative numbers in the context of temperatures • begin to understand negative numbers are lower/smaller the greater the digits e.g. -21 is less than -12.
		• read, use and compare negative numbers in the context of temperature & money • understand negative numbers are lower/smaller the greater the digits e.g. -21 is less than -12.
Decimals, percentages and their equivalence to fractions **(DPE)**	Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark one and two place decimals on a line; count in tenths (0.1s) and hundredths (00.1s); say the number one tenth (0.1) and one hundredth (00.1) more or less than a given number; round decimal numbers to the nearest whole number	• read, write and compare decimal numbers (to 1- or 2-places) • multiply and divide numbers by ten and hundred understanding this involves a shift of the digits (can be on a PV 100s/10s/1s grid).
		• read, write and compare decimal numbers to 2-places • understand decimals represent tenths and hundredths (parts) of whole numbers.
		• read, write and compare decimal numbers to 2-places • place 1-place and 2-place decimals on a line • understand decimals represent tenths and hundredths (parts) of whole numbers • begin to add to the next whole number.
		• read, write and compare decimals using decimal notation to 2-places • count on and back in 0.1s (tenths) • begin to count on and back in 0.01s (hundredths).
		• read, write, compare and order decimals (1-place) • find decimal numbers between 2 numbers • round 1-place decimals to the nearest whole number.
Mental multiplication and division **(MMD)**; Written multiplication and division **(WMD)**; Number and place-value **(NPV)**	Learn 11 and 12x tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division 'undoes' multiplication and vice versa; divide above the tables facts using multiples of ten	• know their 11 times-table • begin to know their 12 time table • spot patterns.
		• multiply two-digit numbers or 3-digit numbers by 1-digit numbers, mentally, using jottings where necessary • use a mental strategy to multiply by 4, 5 or 8.
		• use a vertical algorithm to multiply 3-digit numbers by single-digit numbers • use rounding to make a rough approximation.
		• chn approximate when multiplying • use a vertical algorithm to multiply 3-digit numbers by single-digit numbers • use a written method to multiply amounts of money by single-digit numbers, e.g. 4 × £4.67.
		• understand how division 'undoes' multiplication and vice versa • multiply and divide 2-digit numbers.

Number and place-value **(NPV)**; Geometry: properties of shapes **(GPS)**; Measurement **(MEA)**	Recognise and write Roman numerals to 100; begin to know the history of our number system including zero; calculate area and perimeter of rectangles and simple rectilinear shapes using addition and multiplication; recognise, name and classify 2D shapes identifying polygons, regular and irregular; sort 2D and 3D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes; look at 2D shaped sides on 3D shapes	• read and write Roman numerals to 50? 100? • have an understanding of where our number system came from and that we used Roman Numerals before.
		• calculate area of rectangles using counting or multiplication • calculate area of simple rectilinear shapes using counting or multiplication • understand area is the measurement of how many squares a shape covers with its surface? (Squares in this case being cm^2 and m^2).
		• calculate area of simple rectilinear shapes using the fact they are comprised of two rectangles • calculate perimeter of rectilinear shapes using doubling, and addition • understand the difference between area and perimeter and use appropriate measures (i.e. m^2 and cm^2 for area and cm & m for perimeter).
		• name and describe common 2D shapes including using the terms: polygon, triangle, quadrilateral, pentagon, hexagon, and octagon • identify properties of shapes using terms: angle, right angle; sides; vertices; parallel; regular, irregular, opposite • begin to classify and name different types of quadrilateral and triangles.
		• name and describe properties of 3D shapes; sphere, cylinder, cone, cube, cuboid, triangular prism, triangular pyramid, square based pyramid and hexagonal prism.
Decimals, percentages and their equivalence to fractions **(DPE)**; Fractions, ratio and proportion **(FRP)**	Understand, read and write two place decimals; compare two place decimals in the context of lengths; add and subtract 0.1 and 00.1; say a number one tenth (0.1) and one hundredth (00.1) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents	• write lengths in metres to two decimal places.
		• compare numbers with two decimal places in the context of length.
		• add and subtract 0.1 to numbers with one decimal place • add and subtract 0.01 to numbers with two decimal places.
		• identify equivalent fractions • write additions of fractions with different denominators with a total of 1.
		• know decimals equivalents for 1/10, ¼, ½,and ¾ • write lengths in fractions as decimals and in metres and centimetres • solve problems involving length.
Summer 2		
Mental addition and subtraction **(MAS)**; Mental multiplication and division **(MMD)**; Written multiplication and division **(WMD)**	Mentally add a 2-digit number to a 2-, 3- or 4-digit number; subtract 2-, 3-, and 4-digit numbers using counting up (Frog); derive factors of 2-digit numbers; use factors and doubling to solve multiplication mentally; solve division using mental strategies; understand division is multiplication with holes, i.e. $3 \times ? = 12$ therefore $12 \div 3 = ?$;	• add 2-digit numbers mentally to 2-, 3-, & 4-digit numbers • use mental strategies for adding.
		• solve subtractions of 3- & 4-digit numbers using counting up (Frog) • use knowledge of bonds to 100 or bonds to 10 & multiple of 10 bonds to 100 to count up efficiently.

	understand that division and multiplication are inverse operations; solve word problems, including 2-step problems, choosing an appropriate method	• solve multiplications using mental strategies including using factors • use doubling and multiplying by three to solve multiplications mentally.
		• divide using mental strategies • divide by 2, 4 and 8 using halving, once, twice and three times.
		• solve word problems using addition, subtraction, multiplication or division • use mental strategies to solve calculations.
Written addition and subtraction **(WAS)**; Mental addition and subtraction **(MAS)**	Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit subtractions using written column method (decomposition) or counting up (Frog); solve 4-digit – 3-digit subtractions using written column method (decomposition); check subtraction using addition; solve word problems choosing an appropriate method	• add two 4-digit numbers using column addition (compact or expanded) • use logical reasoning to create additions of 4-digit numbers to a given total.
		• add amounts of money using column addition.
		• subtract 4-digit numbers using column subtraction (decomposition) • begin to check their answers using addition.
		• subtract 4-digit numbers using column subtraction (decomposition) • begin to check their answers using addition.
		• find change from amounts of pounds by counting up • solve subtraction problems involving amounts of money.
Geometry: position and direction **(GPD)**; Statistics **(STA)**	Use co-ordinates to draw polygons; find the co-ordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning	• use co-ordinates in the first quadrant • recognise simple irregular polygons.
		• translate a polygon and write the co-ordinates of its new position.
		• read and interpret pictograms where one symbol represents two units • read and interpret bar charts where one step represents two units.
		• draw a line graph • use it to work out intermediate values.
		• draw a line graph • use it to work out intermediate values.
Written multiplication and division **(WMD)**; Fractions, ratio and proportion **(FRP)**; Decimals, percentages and their equivalence to fractions **(DPE)**	Use the vertical algorithm (Ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places)	• use a vertical algorithm to multiply 3-digit numbers by single-digit numbers • use rounding to make a rough approximation.
		• sustain a line of enquiry, make a and test a hypothesis • use the Ladder method to multiply 3-digit numbers by single-digit numbers.
		• find non-unit fractions of amounts.
		• add fractions with the same denominator including those with an answer greater than 1 • begin to convert improper fractions to mixed numbers.

		• multiply and divide 1-digit and 2-digit numbers by 10 and by 100 to give whole numbers answers or answer with one or two decimal places.
Written multiplication and division **(WMD)**; Mental multiplication and division **(MMD)**; Fractions, ratio and proportion **(FRP)**	Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts	• multiply 2-digit numbers by 11 and 12 • look for patterns and write rules.
		• use the grid method to multiply 2-digit numbers by numbers between 10 and 20.
		• begin to multiply pairs of 2-digit numbers together using the grid method
		• use mental strategies and tables facts to divide 2-digit and 3-digit numbers by single-digit numbers to give answers of between 20 and 50, with and without remainders • use multiplication to check their answers.
		• find unit fractions of amounts and use multiplication to check • find non-unit fractions of amounts.