

Curriculum prioritisation in primary maths 2020/21

Evaluation document: Current Year 4 pupils

Using the *2020 DfE guidance ready-to-progress criteria, listed in the table below, identify aspects that have:

- been taught in school to children by the class teacher
- been taught remotely, or by someone who does not know the children as well
- not been taught at all.

Reflect on how effectively pupils have learnt, remembered and are able to apply what has been taught. Where you are unsure, you should note this down.

From these reflections, prioritise criteria for teaching and learning and use the **Curriculum planning grid** to plan your curriculum for the remainder of this academic year. This evaluation, used continuously over the rest of the year, will also be a useful transition document for the next class teacher.

	Year 3 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher	Year 4 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes for new teacher
Number and Place Value	3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.			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 identify and work out how many 100s there are in other four-digit multiples of 100.		
	3NPV-2 Recognise the place value of each digit in three-digit numbers and compose and decompose three-digit numbers using standard and non-standard partitioning.			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.		

	3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.			4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.		
	3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.			4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.		
	3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.			4NF-1 Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.		
	3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.			4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.		
Number Facts	3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).			4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).		

Addition and Subtraction	3AS-1 Calculate complements to 100.		
	3AS-2 Add and subtract up to three-digit numbers using columnar methods.		
	3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition and understand the related property for subtraction.		
Multiplication and Division	3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.		

4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to 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.		

Fractions	3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.			4F-1 Reason about the location of mixed numbers in the linear number system.		
	3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).			4F-2 Convert mixed numbers to improper fractions and vice versa.		
	3F-3 Reason about the location of any fraction within 1 in the linear number system.			4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.		
	3F-4 Add and subtract fractions with the same denominator, within 1.					
Geometry	3G-1 Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations.			4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.		
	3G-2 Draw polygons by joining marked points and identify parallel and perpendicular sides.			4G-2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.		
				4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.		

*DfE Guidance: 'Teaching mathematics in primary schools June 2020', can be downloaded in full, or per year group, from this page: www.gov.uk/government/publications/teaching-mathematics-in-primary-schools. Summary tables on pages 9-15 (of the full, Years 1-6 document) track criteria across year groups. Within the year group documents, the 'Making connections' blue boxes, detail connections across criteria.