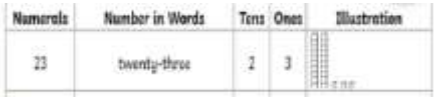
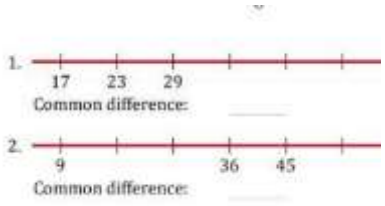
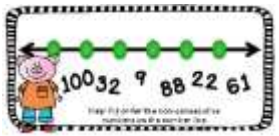
Rasharkin Primary School
know, understand and use*:

P4 – Within the area of 'Number' by the end of P4, a child of average ability should be able to,

P4 Numeracy overview for Number

Learning area **Place Value** 	**Example a pupil may be given/ How can you help at home?**
Count forwards and backwards in 1s, 2s, 5s and 10s within 500.	Complete the following sequences: a) 5 10 15 ___ 25 ___ b) 35 30 ___ 20 ___ 10 c) ___ 25 30 35 ___ 45
Round numbers within 100 to the nearest 10.	*Round these numbers to the nearest 10* 1) 62 → ____ 2) 44 → ____ 3) 35 4) 84 → ____ 5) 72 → ____ 6) 91
Read and write numbers within 500.	

Know number "before", "after" and "between" within 500.	
Find missing numbers in a sequence (increasing and decreasing) within 500.	
Order a set of consecutive/non-consecutive numbers (increasing and decreasing) within 500	
Demonstrate value of any number within 500 in terms of hundreds, tens and ones (units)	

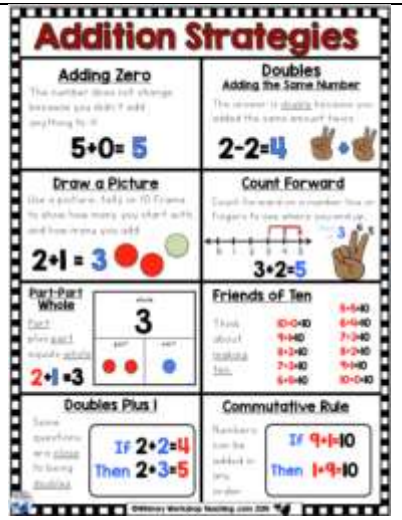
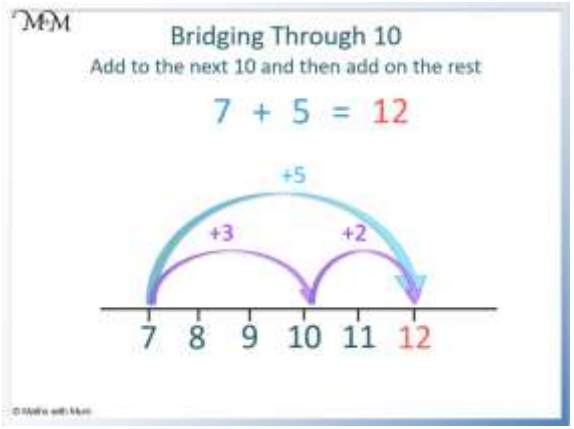
Rasharkin Primary School
know, understand and use*:

P4 – Within the area of 'Number' by the end of P4, a child of average ability should be able to,

<table>
<tr><th colspan="2">Learning Area: Mental Maths</th></tr>
<tr><td>Mentally add/subtract 9, 10, multiples of 10 & 11 to any number, answers within 100, using and explaining number patterns</td><td>Add 10
e.g. 32 + 10= 42
 

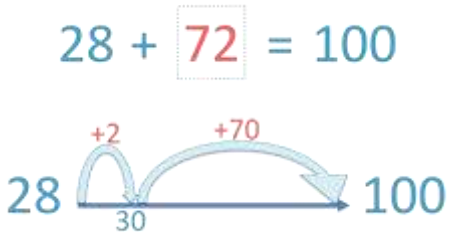
Add 9
e.g. 32 +9= 41
 

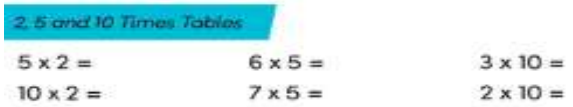
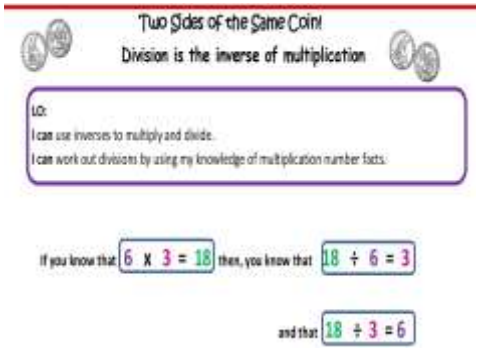
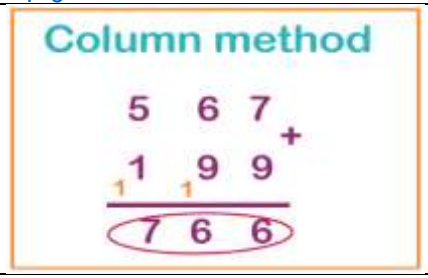
Add 11
e.g.32 +11= 43
Adding 11
Remember the quick way to do it is…
To add 10 we just go down one row! E.g. 3 + 10= 13
To add 9 we add 10 and go back one
To add 11 we go down one and forward one</td></tr>
<tr><td>Mentally add/subtract 1, 2 or 0 to a number, answers within 100.</td><td></td></tr>
</table>

<table>
<tr><td></td><td> 
</td></tr>
<tr><td>Mentally add two single digit numbers, bridging 10.</td><td> 
</td></tr>
</table>

Rasharkin Primary School
know, understand and use*:

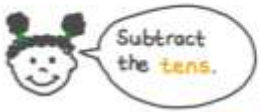
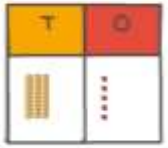
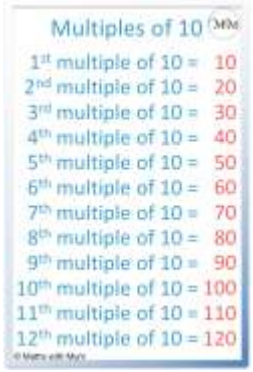
P4 – Within the area of 'Number' by the end of P4, a child of average ability should be able to,

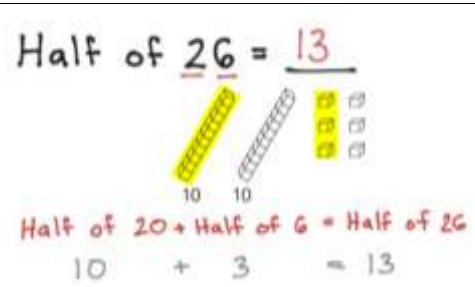
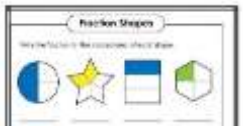
Mentally find what must be added to any 2 digit number to make the next multiple of 10.	
Learning Area: Money	
Compare different ways of spending a fixed budget up to £1.00. Find different ways of paying exact amounts within £1.00, e.g. using the least number of coins, or using a specific number of coins.	How many different ways could you spend £1 or less? 
Calculate in the context of money, using addition, subtraction and multiplication with amounts up to £1.00	Write the addition/subtraction sum to solve the following word problems. 1. Janet buys a pen for 14p and a rubber for 12p. How much does she spend? **Ans:** **TU** **14p** **+12p**

Learning Area: Addition, subtraction, multiplication & division	
Know with quick recall multiplication facts for 2, 5 and 10	 https://www.topmarks.co.uk/maths-games/hit-the-button
Appreciate that multiplication and division are inverse operations.	 https://ccea.org.uk/learning-resources/help-your-child-maths/improve-your-childs-maths-skills/help-your-child-connect
Develop a standard written method for vertical addition HTU (without and with carrying).	

Rasharkin Primary School
know, understand and use*:

P4 – Within the area of 'Number' by the end of P4, a child of average ability should be able to,

Develop a standard written method for vertical subtraction TU with exchange (decomposition),	https://ccea.org.uk/learning-resources/help-your-child-maths/help-your-child-subtraction/helping-your-child-tens-and-0  T O 3 4 2 - 2 7 1 5 
Know doubles of multiples of 10 up to double 50.	  Double 30= Double 20= Double 40=

Know half of all even numbers to 30	
Learning Area: Fractions	
Understand concept of fractions (halves and quarters) through practical activities.	
Extend understanding to include wider range of fractions, using both whole shapes and sets of objects.	
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).