INSPIRE MATHS

Inspire Maths Year 4 National Curriculum Correlation Chart

NC objective	*Inspire Maths* page reference	Additional activity
Number – number and place value		
Pupils should be taught to:		
• count in multiples of 6, 7, 9, 25 and 1000	PB3A Unit 1: Numbers to 10 000 pp 10 PB3A Unit 5: Multiplying by 6, 7, 8 and 9 pp 62–66, 69, 71 PB4A Unit 1: Whole Numbers (1) pp 8, 21	Use a reason for counting in these multiples. Counting in 6s is quite easy but 7s requires a little more thought. Multiples of 7 may include: days of the week, buying items in packs of 7 such as packs of socks, glue sticks etc. Link counting in 25s, 50s and 100s directly to measures, e.g. counting in millilitres or grams.
• find 1000 more or less than a given number	PB3A Unit 1: Numbers to 10 000 p 10	
• count backwards through zero to include negative numbers		
• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	PB3A Unit 1: Numbers to 10 000 pp 6–24 PB3A Unit 2: Addition of Numbers within 10 000 pp 26–33, 35–36 PB3A Unit 3: Subtraction of Numbers within 10 000 pp 40–48, 50–52	
• order and compare numbers beyond 1000	PB3A Unit 1: Numbers to 10 000 pp 16–23	
• identify, represent and estimate numbers using different representations	PB3A Unit 1: Numbers to 10 000 pp 6–14, 16–17, 19–21 PB3A Unit 2: Addition of Numbers within 10 000 pp 25–28, 32–33	See Year 3 National Curriculum Correlation Chart, and NC Activity 3.2

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	PB3A Unit 3: Subtraction of Numbers within 10 000 pp 37, 39–48, 50–52, 54 PB3B Unit 11: Length, Mass and Volume pp 29, 36, 42 PB4A Unit 1: Whole Numbers (1) pp 8–21 PB4A Unit 2: Whole Numbers (2) pp 22–30, 33–35 PB4A Unit 3: Whole Numbers (3) pp 48, 54–55, 63–67	
• round any number to the nearest 10, 100 or 1000	PB4A Unit 2: Whole Numbers (2) pp 22–35 PB5A Unit 1: Whole Numbers (1) pp 20–28	
• solve number and practical problems that involve all of the above and with increasingly large positive numbers	PB3A Unit 1: Numbers to 10 000 pp 16–24 PB3A Unit 2: Addition of Numbers to 10 000 pp 25, 29, 30, 34–36 PB3A Unit 3: Subtraction of Numbers to 10 000 pp 38, 39, 41, 49, 54, 55 PB3A Unit 4: Solving Word Problems 1: Addition and Subtraction pp 60–61 PB3A Unit 5: Multiplying by 6, 7, 8 and 9 pp 62–66, 68-70 PB4A Unit 2: Whole Numbers (2) pp 25–26, 29–31 PB5A Unit 1: Whole Numbers (1) pp 11, 15, 25–28	
• 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.		See NC Activity 3.8 (Year 3)
Number – addition and subtraction		
Pupils should be taught to:		
• add and subtract numbers with up to 4 digits using the formal written methods of	PB3A Unit 2: Addition of Numbers within 10 000 pp 25–36	

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columnar addition and subtraction where appropriate	PB3A Unit 3: Subtraction of Numbers within 10 000 pp 37–55 PB3A Unit 4: Solving Word Problems 1: Addition and Subtraction pp 56–59 PB3B Unit 10: Money pp 11–12, 19–21 PB3B Unit 11: Length, Mass and Volume pp 40–41 PB3B Unit 12: Solving Word Problems: Length, Mass and Volume pp 45–46 PB4B Unit 10: Decimals (2) pp 48–60	
• estimate and use inverse operations to check answers to a calculation	PB4A Unit 2: Whole Numbers (2) pp 32, 35	NC Activity 4.1
• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	PB3A Unit 4: Solving Word Problems 1: Addition and Subtraction pp 56–59 PB3B Unit 10: Money pp 22–23, 26 PB4B Unit 10: Decimals (2) pp 58–60	
Number – multiplication and division		
Pupils should be taught to:		
• recall multiplication and division facts for multiplication tables up to 12 × 12	PB2A Unit 5: Multiplying by 2 and 3 pp 86–105 PB2A Unit 6: Multiplying by 4, 5 and 10 pp 106–131 PB3A Unit 5: Multiplying by 6, 7, 8 and 9 pp 62–78 PB3A Unit 9: Mental Calculations pp 132, 134–136 PB4A Unit 2: Whole Numbers (2) pp 36–44	NC Activity 4.2
• 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	PB3A Unit 9: Mental Calculations pp 132–136 PB4A Unit 2: Whole Numbers (2) pp 33–35 PB4A Unit 3: Whole Numbers (3) pp 48–51, 54–55, 60–62, 70	NC Activity 4.3

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• recognise and use factor pairs and commutativity in mental calculations	PB3A Unit 9: Mental Calculations pp 132–136	NC Activity 4.4
• multiply two-digit and three-digit numbers by a one-digit number using formal written layout	PB3A Unit 6: Multiplication pp 79–92	
• 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.	PB3A Unit 6: Multiplication pp 91–92 PB3A Unit 8: Solving Word Problems 2: Multiplication and Division pp 113–116 PB3B Unit 12: Solving Word Problems: Length, Mass and Volume pp 49–55 PB3B Unit 15: Time pp 111–112	NC Activity 4.5
Number – fractions (including decimals)		
Pupils should be taught to:		
• recognise and show, using diagrams, families of common equivalent fractions	PB3B Unit 14: Fractions pp 69–72	
• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	PB4B Unit 9: Decimals (1) pp 14–15	NC Activity 4.6
• 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	PB4A Unit 5: Fractions pp 104–107, 111–116	
• add and subtract fractions with the same denominator	PB2B Unit 12: Fractions pp 50–59	

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• recognise and write decimal equivalents of any number of tenths or hundredths	PB4B Unit 9: Decimals (1) pp 8–20	
• recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$	PB4B Unit 9: Decimals (1) pp 40–44	
• 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	PB5B Unit 7: Decimals pp 15–23	
• round decimals with one decimal place to the nearest whole number	PB4B Unit 9: Decimals (1) pp 34–35, 38	
• compare numbers with the same number of decimal places up to two decimal places	PB4B Unit 9: Decimals (1) pp 28–33, 45	
• solve simple measure and money problems involving fractions and decimals to two decimal places.	PB3B Unit 10: Money pp 6–10, 13–18, 22–26 PB4A Unit 5: Fractions pp 108–110, 112, 114–115 PB4B Unit 9: Decimals (1) pp 46–47 PB4B Unit 10: Decimals (2) pp 48, 50, 52, 58–60, 63–64, 66, 68–69, 77–79	
Measurement		
Pupils should be taught to:		
• convert between different units of measure [for example, kilometre to metre; hour to minute]	PB3B Unit 11: Length, Mass and Volume pp 27–33, 36–39, 42–43 PB3B Unit 15: Time pp 95–98, 111–114 PB4B Unit 11: Time pp 84–85	NC Activity 4.7
• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	PB3B Unit 18: Area and Perimeter pp 163–168, 172	NC Activity 4.8

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• find the area of rectilinear shapes by counting squares	PB3B Unit 18: Area and Perimeter pp 149–165, 169–172	NC Activity 4.9
• estimate, compare and calculate different measures, including money in pounds and pence	PB3B Unit 10: Money pp, 6–26 PB3B Unit 11: Length, Mass and Volume pp 29, 33–36, 40–42, 44 PB3B Unit 12: Solving Word Problems: Length, Mass and Volume pp 45–55 PB4A Unit 4: Tables and Line Graphs pp 77–78 PB4B Unit 9: Decimals (1) pp 46–47 PB4B Unit 11: Time pp 81–85	NC Activity 4.10
• read, write and convert time between analogue and digital 12- and 24-hour clocks	PB4B Unit 11: Time pp 84–97	
• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	PB3B Unit 15: Time pp 95–104, 111–114 PB4B Unit 11: Time pp 84–85, 90–97	NC Activity 4.11
Geometry – properties of shapes		
Pupils should be taught to:		
• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	PB3B Unit 16: Angles pp 120–122, 125–126 PB3B Unit 18: Area and Perimeter pp 169–171 PB4A Unit 7: Perpendicular and Parallel Lines pp 137, 141 PB4A Unit 8: Squares and Rectangles pp 142–147 PB4B Unit 14: Tessellations pp 135–144	
• identify acute and obtuse angles and compare and order angles up to two right	PB3B Unit 16: Angles pp 116–118, 123–126	NC Activity 4.12

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angles by size		
• identify lines of symmetry in 2-D shapes presented in different orientations	PB4B Unit 13: Symmetry pp 117–129, 133–134	NC Activity 4.13
• complete a simple symmetric figure with respect to a specific line of symmetry.	PB4B Unit 13: Symmetry pp 127–128, 130–134	
Geometry – position and direction		
Pupils should be taught to:		
• describe positions on a 2-D grid as coordinates in the first quadrant		NC Activity 4.14
• describe movements between positions as translations of a given unit to the left/right and up/down		NC Activity 4.15
• plot specified points and draw sides to complete a given polygon.		NC Activity 4.16
Statistics		
Pupils should be taught to:		
• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	PB2B Unit 15: Graphs pp 95–109 PB3B Unit 13: Bar Graphs pp 56–67 PB4A Unit 4: Tables and Line Graphs pp 71–86	
• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other	PB2B Unit 15: Graphs pp 95–103, 106–109 PB3B Unit 13: Bar Graphs pp 60–67 PB4A Unit 4: Tables and Line Graphs pp 71–86	NC Activity 4.17

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graphs.		

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