Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
Number					
Numbers and the number system					
4Nn1 Read and write numbers up to 10 000.	pages 2–18, 18–38, 40–62, 210–238			1.1 Counting to 10 000	
4Nn2 Count on and back in ones, tens, hundreds and thousands from four-digit numbers.	pages 2–13	pages 26–27		1.2 Counting to 10 000	
4Nn3 Understand what each digit represents in a three- or four-digit number and partition into thousands, hundreds, tens and units.	pages 14–17	pages 10–15		1.3 Place value to 10 000	Place value and comparing and ordering numbers up to 10 000: What am I?
4Nn4 Use decimal notation and place value for tenths and hundredths in context, e.g. order amounts of money; convert a sum of money such as $13.25 to cents, or a length such as 125 cm to metres; round a sum of money to the nearest pound.	pages 196–204	pages 153–158	Tenths and hundredths, pages 81–85 Comparing and ordering decimals, pages 86–90		Comparing and ordering decimals: Decimal puzzles Use decimal notation and place value for tenths and hundredths: Matching pairs
4Nn5 Understand decimal notation for tenths and hundredths in context, e.g. length.	pages 196–204	pages 153–158			
4Nn6 Find multiples of 10, 100, 1 000 more/less than numbers of up to four digits, e.g. 3 407 + 20 = 3 427.	pages 30–34, 47	pages 26–27			

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4Nn7 Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related divisions.	pages 81–83				
4Nn8 Recognise multiples of 5, 10 and 100 up to 1 000.	pages 80–82			1.2 Counting to 10 000	
4Nn9 Round three- and four-digit numbers to the nearest 10 or 100.	pages 38–39	pages 32–33		1.4 Review of odd and even numbers	
4Nn10 Position accurately numbers up to 1000 on an empty number line or line marked off in multiples of 10 or 100.	pages 18–27, 38–39, 48–50				
4Nn11 Estimate where three- and four-digit numbers lie on empty 0–1 000 or 0–10 000 lines.	pages 18–27				
4Nn12 Compare pairs of three-digit or four-digit numbers, using the > and < signs, and find a number in between each pair.	pages 18–27	pages 16–24			
4Nn13 Use negative numbers in context, e.g. temperature.	pages 28–29	page 25	Using negative numbers, pages 1–5		
4Nn14 Recognise and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back.	pages 30–34	pages 26–29	Number patterns, pages 6–10		Use negative numbers: Missing information
4Nn15 Recognise odd and even numbers.	pages 35–37			1.4 Review of odd and even numbers	Use negative numbers: Missing information

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Nn16 Make general statements about the sums and differences of odd and even numbers.	page 37			1.4 Review of odd and even numbers	
4Nn17 Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths).	pages 150–154	page 127	Ordering fractions, pages 61–65	8.3 Comparing and ordering fractions 8.5 Word problems	Add and subtract pairs of 3-digit numbers: Hidden numbers Comparing and ordering fractions: Fraction puzzles
4Nn18 Recognise the equivalence between: $\frac{1}{2}$, $\frac{4}{8}$ and $\frac{5}{10}$; $\frac{1}{4}$ and $\frac{2}{8}$; $\frac{1}{5}$ and $\frac{2}{10}$.	pages 155–156	pages 122–124		8.1 Parts of a whole and equivalent fractions 8.2 Identifying fractions with a total of 1 8.4 Comparing and ordering fractions	Add and subtract pairs of 3-digit numbers: Hidden numbers
4Nn19 Use equivalence to help order fractions, e.g. $\frac{7}{10}$ and $\frac{3}{4}$.	pages 163–170	pages 127–129	Ordering fractions, pages 61–65	8.5 Word problems	Comparing and ordering fractions: Fraction puzzles
4Nn20 Understand the equivalence between one-place decimals and fractions in tenths.	pages 196–204			10.2 Decimals as words	
4Nn21 Understand that $\frac{1}{2}$ is equivalent to 0.5 and also to $\frac{5}{10}$.	pages 197–200			10.2 Decimals as words 10.3 Decimals as words	Use decimal notation and place value for tenths and hundredths: Matching pairs
4Nn22 Recognise the equivalence between the decimal fraction and vulgar fraction forms of halves, quarters, tenths and hundredths.	pages 197–204	pages 163–166	Decimal and fractional equivalence, pages 91–95	10.1 Decimals as words 10.3 Decimals as words	Use decimal notation and place value for tenths and hundredths: Matching pairs

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Nn23 Recognise mixed numbers, e.g. $5\frac{3}{4}$ and order these on a number line.	pages 157–160	pages 163–166			
4Nn24 Relate finding fractions to division.	pages 170–173				Word problems: Fraction problems
4Nn25 Find halves, quarters, thirds, fifths, eighths and tenths of shapes and numbers.	pages 150–154				Word problems: Fraction problems
Calculation					
Mental strategies					
4Nc1 Derive quickly pairs of two-digit numbers with a total of 100, e.g. 72 + □ = 100.	pages 42–46	page 34	Mental addition, pages 11–15		
4Nc2 Derive quickly pairs of multiples of 50 with a total of 1 000, e.g. 850 + □ = 1 000.	page 13, 44–45	page 34			
4Nc3 Identify simple fractions with a total of 1, e.g. $\frac{1}{4}$ + □ = 1.	pages 150–154, 161–162		Fractions with a total of 1, pages 66–70		
4Nc4 Know multiplication for 2×, 3×, 4×, 5×, 6×, 9× and 10× tables and derive division facts.	pages 80–83	pages 58–59			Multiply 2-digit numbers by 1-digit numbers: 1–9 numbers
4Nc5 Recognise and begin to know multiples of 2, 3, 4, 5 and 10, up to the tenth multiple.	pages 80–83	pages 58–59			Multiply 2-digit numbers by 1-digit numbers: 1–9 numbers
4Nc6 Add three or four small numbers, finding pairs that equal 10 or 20.	pages 45–47, 59	page 35	Mental addition, pages 11–15	2.2 Mental addition	Add and subtract numbers mentally: Puzzles

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Nc7 Add three two-digit multiples of 10, e.g. 40 + 70 + 50.	page 47	page 35		2.2 Mental addition 2.3 Adding multiples of 10	
4Nc8 Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. 367 − 198 or 278 + 49.	pages 51–52				
4Nc9 Add any pair of two-digit numbers, choosing an appropriate strategy.	page 48	page 36			
4Nc10 Subtract any pair of two-digit numbers, choosing an appropriate strategy.	pages 63–67	page 47			
4Nc11 Find a difference between near multiples of 100, e.g. 304 − 296.	pages 51–52				
4Nc12 Subtract a small number crossing 100, e.g. 304 − 8.	pages 51–52				
4Nc13 Multiply any pair of single-digit numbers together.	pages 80–83, 84–96	page 58			
4Nc14 Use knowledge of commutativity to find the easier way to multiply.		page 58			Solve problems involving ratio and proportion: Correct the mistakes
4Nc15 Understand the effect of multiplying and dividing three-digit numbers by 10.	page 82				

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4Nc16 Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5 000, and corresponding halves.	pages 97–99				
Addition and subtraction					
4Nc17 Add pairs of three-digit numbers.	pages 48–50, 53–58	page 36	Addition of 3-digit numbers, pages 16–20		
4Nc18 Subtract a two-digit number from a three-digit number.	pages 63–67	pages 47–52		2.5 Word problems	
4Nc19 Subtract pairs of three-digit numbers.	pages 63–67	pages 47–52		2.4 Word problems 2.5 Word problems	
Multiplication and division					
4Nc20 Double any two-digit number.	pages 97–99			4.2 Multiplying 2-digit numbers without regrouping	
4Nc21 Multiply multiples of 10 to 90 by a single-digit number.	pages 84–96	pages 60–65			
4Nc22 Multiply a two-digit number by a single-digit number.	pages 84–96	pages 60–68	Multipying with regrouping, pages 36–40	4.3 Multiplying 2-digit numbers using the column method	Solve problems involving ratio and proportion: Correct the mistakes
4Nc23 Divide two-digit numbers by single digit-numbers (answers no greater than 20).	pages 102–108, 109–113		Dividing 2-digit numbers, pages 46–50	5.3 Word problems 5.4 What is the correct step?	Divide 2-digit numbers by 1-digit numbers: Bar models
4Nc24 Decide whether to round up or down after division to give an answer to a problem.	pages 109–113				

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Nc25 Understand that multiplication and division are the inverse function of each other.				4.4 Match the steps 4.5 Match the steps 5.2 Division review	
4Nc26 Begin to understand simple ideas of ratio and proportion, e.g. a picture is one fifth the size of the real dog. It is 25 cm long in the picture, so it is 5 × 25 cm long in real life.	pages 109–113	pages 84–87			
Geometry					
Shapes and geometric reasoning					
4Gs1 Identify, describe, visualise, draw and make a wider range of 2D and 3D shapes including a range of quadrilaterals, the heptagon and tetrahedron; use pinboards to create a range of polygons. Use spotty paper to record results.	pages 176–178, 179–183	pages 130–131	3D shapes, pages 71–75	9.1 Review of 2D and 3D shapes 9.2 Review of 2D and 3D shapes 9.3 Review of 2D and 3D shapes 9.4 Classifying shapes	Classifying shapes: Exploring shapes
4Gs2 Classify polygons (including a range of quadrilaterals) using criteria such as the number of right angles, whether or not they are regular and their symmetrical properties.	pages 179–183	pages 132–136	3D shapes, pages 71–75		Classifying shapes: Odd one out
4Gs3 Identify and sketch lines of symmetry in 2D shapes and patterns.	pages 189–193	page 148	Lines of symmetry, pages 76–80	9.5 Review of symmetry	Classifying shapes: Odd one out

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Gs4 Visualise 3D objects from 2D nets and drawings and make nets of common solids.	pages 184–188			9.3 Review of 2D and 3D shapes	
4Gs5 Find examples of shapes and symmetry in the environment and in art.	pages 191–192	page 148	Lines of symmetry, pages 76–80	9.2 Review of 2D and 3D shapes	
Position and movement					
4Gp1 Describe and identify the position of a square on a grid of squares where rows and columns are numbered and/or lettered.	pages 74–75	page 57	Finding position on a grid, pages 26–30	3.4 Using a grid	Find squares on a labelled grid and compare and order angles: Shapes
4Gp2 Know that angles are measured in degrees and that one whole turn is 360° or four right angles; compare and order angles less than 180°.	pages 70–73	page 54		3.1 Angles 3.2 Angles	
4Gp3 Devise the directions to give to follow a given path.	pages 76–77		Directions, pages 31–35	3.3 Using a grid 3.5 Following directions	Devise directions to follow a path: Collecting stars
Measure					
Length, mass and capacity					
4Ml1 Choose and use standard metric units and their abbreviations (km, m, cm, mm, kg, g, l and ml) when estimating, measuring and recording length, weight and capacity.	pages 212–214, 232–235, 238–241	pages 165–168		11.3 Word search	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4MI2 Know and use the relationships between familiar units of length, mass and capacity; know the meaning of 'kilo', 'centi' and 'milli'.	pages 215–218, 236–237, 238–241			11.1 Converting units of length 11.2 Converting units of length 11.3 Word search 11.5 Which is greater?	
4MI3 Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 l.	pages 219–220, 237	pages 191–193 page 171		11.5 Which is greater?	
4MI4 Interpret intervals/divisions on partially numbered scales and record readings accurately.	pages 219–220, 236	pages 183–188		11.4 Perimeter and area	
Time					
4Mt1 Read and tell the time to nearest minute on 12-hour digital and analogue clocks.	pages 134–135	pages 102–104	Reading the time, pages 56–60	7.1 Review of reading the time	Tell the time and choose units of time to measure time intervals: Time problems
4Mt2 Use a.m., p.m. and 12-hour digital clock notation.	pages 136–139	pages 109–113	Reading the time, pages 56–60	7.2 Review of units of time 7.3 Different times of day 7.4 Timetables and schedules 7.5 Timetables and schedules	Timetables and schedules: Buses
4Mt3 Read simple timetables and use a calendar.	pages 140–144	pages 112–117		7.4 Timetables and schedules 7.5 Timetables and schedules	Timetables and schedules: Buses

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Mt4 Choose units of time to measure time intervals.	pages 145–147	pages 105–108		7.2 Review of units of time 7.5 Timetables and schedules	
Area and perimeter					
4Ma1 Draw rectangles, and measure and calculate their perimeters.	pages 221–224	pages 177–182	Perimeter and area, pages 96–100		Draw rectangles and measure and calculate their perimeters: Perimeter quiz
4Ma2 Understand that area is measured in square units, e.g. cm^2.	pages 225–231	pages 183–186	Perimeter and area, pages 96–100		
4Ma3 Find the area of rectilinear shapes drawn on a square grid by counting squares.	pages 225–227	page 182 ; pages 183–186	Perimeter and area, pages 96–100		Find the area of rectilinear shapes on a square grid by counting the squares: Area quiz
Handling data					
Organising, categorising and representing data					
4Dh1 Answer a question by identifying what data to collect, organising, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms (symbol representing 2, 5, 10 or 20 units) and bar charts (intervals labelled in twos, fives, tens or twenties).	pages 116–126	pages 88–95		6.1 Crossword 6.2 Reading and making tables 6.3 Reading and making tables 6.4 Reading and making bar graphs	Organising and presenting data: Recording activities
4Dh2 Compare the impact of representations where scales have different intervals.	page 125	pages 96–99			

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4Dh3 Use Venn diagrams or Carroll diagrams to sort data and objects using two or three criteria.	pages 127–131	pages 100–102		6.5 Presenting data	Sorting data: Venn diagrams and Carroll diagrams Organising and presenting data: Recording activities
Problem solving					
Using techniques and skills in solving mathematical problems					
4Pt1 Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction.	pages 59–62			2.4 Word problems 2.5 Word problems	Add and subtract numbers mentally: Puzzles
4Pt2 Understand everyday systems of measurement in length, weight, capacity and time and use these to solve simple problems as appropriate.	pages 210–238			2.4 Word problems 10.4 Word problems 10.5 Comparing and ordering decimals	Timetables and schedules: Buses Draw rectangles and measure and calculate their perimeters: Perimeter quiz
4Pt3 Check the results of adding numbers by adding them in a different order or by subtracting one number from the total.	page 44	page 35 page 36		1.5 True or false?	
4Pt4 Check subtraction by adding the answer to the smaller number in the original calculation.		pages 47–52		5.3 Word problems	
4Pt5 Check multiplication using a different technique, e.g. check 6 × 8 = 48 by doing 6 × 4 and doubling.				4.1 Multiplication review 4.5 Match the steps	

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Pt6 Check the result of a division using multiplication, e.g. multiply 4 by 12 to check 48 ÷ 4.				4.4 Match the steps 4.5 Match the steps 5.2 Division review	
4Pt7 Recognise the relationships between 2D shapes and identify the differences and similarities between 3D shapes.	pages 174–188			9.1 Review of 2D and 3D shapes 9.2 Review of 2D and 3D shapes 9.3 Review of 2D and 3D shapes 9.4 Classifying shapes 9.5 Review of symmetry	Classifying shapes: Exploring shapes Classifying shapes: Odd one out
4Pt8 Estimate and approximate when calculating, and check working.				11.3 Word search	Solve word problems involving division: Division problems
Using understanding and strategies in solving problems					
4Ps1 Make up a number story for a calculation, including in the context of measures.	pages 59–62, 94–96, 109	pages 52–53 pages 69–72	Word problems, pages 21–25	10.1 Decimals as words 10.2 Decimals as words	Divide 2-digit numbers by 1-digit numbers: Bar models Solve word problems involving division: Division problems
4Ps2 Explain reasons for a choice of strategy when multiplying or dividing.	pages 94–96, 104, 109	pages 69–72 pages 84–87	Word problems, pages 21–25	4.3 Multiplying 2-digit numbers using the column method 5.2 Division review	Solve problems involving ratio and proportion: Correct the mistakes Solve word problems involving division: Division problems
4Ps3 Choose strategies to find answers to addition or subtraction problems; explain and show working.	pages 59–61, 94–99, 109–113	pages 52–53	Word problems, pages 21–25	1.4 Review of odd and even numbers 2.1 Definition matching 2.2 Mental addition 2.3 Adding multiples of 10 2.4 Word problems	

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4Ps4 Explore and solve number problems and puzzles, e.g. logic problems.	pages 37, 47, 67, 104			2.5 Word problems 3.5 Following directions 5.2 Division review 6.4 Reading and making bar graphs 10.4 Word problems 10.5 Comparing and ordering decimals	Place value and comparing and ordering numbers up to 10 000: What am I? Add and subtract pairs of 3-digit numbers: Hidden numbers Devise directions to follow a path: Collecting stars Multiply 2-digit numbers by 1-digit numbers: 1–9 numbers Divide 2-digit numbers by 1-digit numbers: Bar models Tell the time and choose units of time to measure time intervals: Time problems Comparing and ordering fractions: Fraction puzzles Word problems: Fraction problems Comparing and ordering decimals: Decimal puzzles Use decimal notation and place value for tenths and hundredths: Matching pairs

Cambridge Primary Mathematics Curriculum Framework objectives	Student Book	Workbook	Journal	Digital Student Book	Skills Sheets
4Ps5 Use ordered lists and tables to help to solve problems systematically.	pages 116–130	pages 88–92		2.4 Word problems 5.3 Word problems 6.4 Reading and making bar graphs	Sorting data: Venn diagrams and Carroll diagrams Organising and presenting data: Recording activities
4Ps6 Describe and continue number sequences, e.g. 7, 4, 1, −2 ... identifying the relationship between each number.	pages 30–34			1.1 Counting to 10 000	Use negative numbers: Missing information Comparing and ordering decimals: Decimal puzzles
4Ps7 Identify simple relationships between shapes, e.g. these polygons are all regular because ...	pages 179–183			9.5 Review of symmetry	Find squares on a labelled grid and compare and order angles: Shapes Classifying shapes: Exploring shapes Classifying shapes: Odd one out
4Ps8 Investigate a simple general statement by finding examples which do or do not satisfy it.	pages 37, 44				Add and subtract numbers mentally: Puzzles Comparing and ordering decimals: Decimal puzzles
4Ps9 Explain methods and reasoning orally and in writing; make hypotheses and test them out.	pages 37, 67		Word problems, pages 21–25	4.4 Match the steps 4.5 Match the steps 5.1 Division review 5.2 Division review 6.5 Presenting data 10.4 Word problems 10.5 Comparing and ordering decimals	