



Yr 4 Maths Medium Term Plan

<u>Weeks</u>	<u>Sequence and Theme</u>	<u>National Curriculum Links</u>	<u>Learning Intentions (Small Steps)</u>	<u>Key Vocabulary</u>
1-4	Number Place Value	<ul style="list-style-type: none"> Read and write numbers up to 1,000 in numerals and words (Y3) Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3) Count in multiples of 6, 7, 9, 25 and 1,000 Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) Find 1,000 more or less than a given number Order and compare numbers beyond 1,000 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 Round any number to the nearest 10, 100 or 1,000 	<ol style="list-style-type: none"> To represent numbers to 1,000 To partition numbers to 1,000 To use a number line to 1,000 To recognise number in the thousands To represent numbers to 10,000 To partition numbers to 10,000 To flexibly partition numbers to 10,000 To find 1, 10, 100, 1,000 more or less of a number To use a number line to 10,000 To estimate on a number line to 10,000 To compare numbers to 10,000 To order numbers to 10,000 To use Roman Numerals To round to the nearest 10 To round to the nearest 100 To round to the nearest 1,000 To round to the nearest 10, 100 or 1,000 	<i>Tenths, hundredths</i> <i>Decimal (places)</i> <i>Round (to nearest)</i> <i>Thousand more/less than</i> <i>Negative integers</i> <i>Count through zero</i> <i>Roman numerals (I to C)</i> <i>Numbers to one thousand</i> <i>Numbers to one hundred</i> <i>Hundreds</i> <i>Partition, recombine</i> <i>Hundred more/less</i> <i>None</i> <i>Count (on/up/to/from/down)</i> <i>Before, after</i> <i>More, less, many,</i> <i>Few, fewer, least, fewest, smallest, greater, lesser</i> <i>Equal to, the same as</i> <i>Odd, even</i> <i>Pair</i> <i>Units, ones, tens</i> <i>Ten more/less</i> <i>Digit, Numeral</i> <i>Figure(s)</i> <i>Compare</i> <i>Size</i> <i>Value</i> <i>Between, Halfway between</i> <i>Above, below</i>
5-7	Number Addition and Subtraction	<ul style="list-style-type: none"> Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Estimate and use inverse operations to check answers to a calculation 	<ol style="list-style-type: none"> To add and subtract 1s, 10s, 100s and 1,000s To add up to two 4-digit numbers with no exchanging To add two 4-digit numbers with one exchange To add two 4-digit numbers with more than one exchange To subtract two 4-digit numbers with no exchanging To subtract two 4-digit numbers with one exchange To subtract two 4-digit numbers with more than one exchange To select and use appropriate methods To estimate answers? To check answers using inverse 	<i>Column addition and subtraction</i> <i>Number bonds, number line</i> <i>Add, more, plus, make, sum, total, altogether</i> <i>Inverse</i> <i>Double</i> <i>Half, halve</i> <i>Equals, is the same as (including equals sign)</i> <i>Difference between</i> <i>How many more to make...?</i> <i>How many more is...than...?</i> <i>How much more is...?</i> <i>Subtract, take away, minus</i> <i>How many fewer is...than...?</i> <i>How much less is...?</i> <i>How many left?</i>



8	<u>Measurement</u> Area	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares 	<ol style="list-style-type: none"> To explain what area is? To find the area by counting squares To make rectilinear shapes using a given number of squares To compare the areas of rectilinear shapes 	<p>Convert Leap year Twelve hour/twenty-four-hour clock Roman numerals I to XIII Quarter past/to m/km, g/kg, ml/l Temperature (degrees) Full, half full, empty Holds, Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales Time, Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after Next, last Now, soon, early, late Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago? how long will it be to...? how long will it take to...? how often? Always, never, often, sometimes, usually Once, twice First, second, third, etc. Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total</p>
9-12	<u>Number</u> Multiplication and Division	<ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12 Recognise and use factor pairs and commutativity in mental calculations Count in multiples of 6, 7, 9, 25 and 1,000 Use place value, known and derived facts to multiply and divide mentally, including: 	<ol style="list-style-type: none"> To recognise multiples of 3 To multiply and divide by 6 To recognise the 6 times-table and its division facts To multiply and divide by 9 To recognise the 9 times-table and its division facts To recognise the 3, 6 and 9 times-tables 	<p>Multiplication facts (up to 12×12) Division facts Inverse Derive Product Multiples of four, eight, fifty and one hundred Scale up Odd, even</p>



		<p>multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p>	<p>7. To multiply and divide by 7 8. To recognise the 7 times-table and its division facts 9. To recognise the 11 times-table and its division facts 10. To recognise the 12 times-table and its division facts 11. To multiply by 1 and 0 12. To divide a number by 1 and itself 13. To multiply three numbers</p>	<p><i>Count in twos, threes, fives</i> <i>Count in tens (forwards from/backwards from)</i> <i>How many times?</i> <i>Lots of, groups of</i> <i>Once, twice, three times, five times</i> <i>Multiple of, times, multiply, multiply by</i> <i>Repeated addition</i> <i>Array, row, column</i> <i>Double, halve</i> <i>Share, share equally</i> <i>Group in pairs, threes, etc.</i> <i>Equal groups of, Divide, divided by, left, left over</i></p>
13-15	<p><i>Consolidate Autumn 1 learning through recap, revision and real life experiences.</i> <i>* Teacher's discretion to start Spring Topic 1 in Week 13-15</i></p>			



Yr 4 Maths

Spring Medium Term Plan

<u>Weeks</u>	<u>Sequence and Theme</u>	<u>National Curriculum Links</u>	<u>Learning Intentions (Small Steps)</u>	<u>Key Vocabulary</u>
1-4	Number Multiplication & Division B	<ul style="list-style-type: none"> Recognise and use factor pairs and commutativity in mental calculations Recall multiplication and division facts for multiplication tables up to 12×12 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5) Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers 	<ol style="list-style-type: none"> To understand factor pairs To use factor pairs To multiply by 10 To multiply by 100 To divide by 10 To divide by 100 To explore related facts To use informal written methods for multiplication To multiply a 2-digit by 1-digit number using formal methods To multiply a 3-digit by 1-digit number using formal methods To divide 2-digit number by a 1-digit number To divide a 2-digit number by a 1-digit number with remainders To divide a 3-digit number by a 1-digit number To answer correspondence problems To choose the most efficient multiplication method 	<p>Multiplication facts (up to 12×12)</p> <p>Division facts</p> <p>Inverse</p> <p>Derive</p> <p>Product</p> <p>Multiples of four, eight, fifty and one hundred</p> <p>Scale up</p> <p>Odd, even</p> <p>Count in twos, threes, fives</p> <p>Count in tens (forwards from/backwards from)</p> <p>How many times?</p> <p>Lots of, groups of</p> <p>Once, twice, three times, five times</p> <p>Multiple of, times, multiply, multiply by</p> <p>Repeated addition</p> <p>Array, row, column</p> <p>Double, halve</p> <p>Share, share equally</p> <p>Group in pairs, threes, etc.</p> <p>Equal groups of, Divide, divided by, left, left over</p>
5-6	Measurement Length & Perimeter	<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Small Steps 8 and 9 are not taken from the Year 4 National Curriculum. They are included to take into account the non-statutory DfE Ready to Progress guidance. 	<ol style="list-style-type: none"> To measure in kilometres and metres To use equivalent lengths for kilometres and metres To explore perimeter on a grid To explore the perimeter of a rectangle To calculate the perimeter of rectilinear shapes To find missing lengths in rectilinear shapes To calculate perimeter of rectilinear shapes To calculate the perimeter of regular polygons To calculate the perimeter of all polygons 	<p>Convert</p> <p>Leap year</p> <p>Twelve hour/twenty-four-hour clock</p> <p>Roman numerals I to XIII</p> <p>Quarter past/to m/km, g/kg, ml/l</p> <p>Temperature (degrees)</p> <p>Full, half full, empty</p> <p>Holds, Container</p> <p>Weigh, weighs, balances</p> <p>Heavy, heavier, heaviest, light, lighter, lightest</p> <p>Scales</p> <p>Time, Days of the week: Monday, Tuesday, etc.</p> <p>Seasons: spring, summer, autumn, winter</p> <p>Day, week, month, year, weekend</p> <p>Birthday, holiday</p> <p>Morning, afternoon, evening, night, midnight</p> <p>Bedtime, dinnertime, playtime</p> <p>Today, yesterday, tomorrow</p> <p>Before, after</p> <p>Next, last</p> <p>Now, soon, early, late</p> <p>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</p>



				<p>Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago? how long will it be to...? how long will it take to...? how often? Always, never, often, sometimes, usually Once, twice First, second, third, etc. Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total</p>
7-10	<u>Number</u> Fractions	<ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3) Small Steps 2, 3, 4, 5, 6, 7 and 8 are not taken from the Year 4 National Curriculum. They are included to take into account the non-statutory DfE Ready to Progress guidance. Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator 	<ol style="list-style-type: none"> To understand the whole To explore fractions greater than 1 To partition mixed numbers To understanding how mixed numbers are represented on a number line To compare and order mixed numbers To understand improper fractions To convert mixed numbers to improper fraction To convert improper fractions to mixed numbers To use a number lines to find equivalent fractions To explore families of equivalent fractions To add two or more fractions with the same denominator To add fractions and mixed numbers To subtract two fractions with the same denominator To subtract from whole amounts To subtract from mixed numbers 	<p>Equivalent decimals and fractions Numerator, denominator Unit fraction, non-unit fraction Compare and order Tenths Three quarters, one third, a third Equivalence, equivalent Whole Equal parts, four equal parts One half, two halves A quarter, two quarters</p>
11-13	<u>Number</u> Decimals A	<ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3) Recognise and write decimal equivalents of any number of tenths or hundredths 	<ol style="list-style-type: none"> To explore tenths as fractions To explore tenths as decimals To explore the tenths column in a place value chart To explore tenths on a number line To divide a 1-digit number by 10 To divide a 2-digit number by 10 To explore hundredths as a fraction To explore hundredths as decimals 	<p>Equivalent decimals and fractions Numerator, denominator Unit fraction, non-unit fraction Compare and order Tenths Three quarters, one third, a third Equivalence, equivalent Whole Equal parts, four equal parts One half, two halves</p>



		<ul style="list-style-type: none">• Compare numbers with the same number of decimal places up to 2 decimal places• Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths• Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10• Recognise and show, using diagrams, families of common equivalent fractions	<p>9. To explore the hundredths column in a place value chart</p> <p>10. To divide a 1- or 2-digit number by 100</p>	<p><i>A quarter, two quarters</i></p>
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Yr 4 Maths Summer Medium Term Plan

<u>Weeks</u>	<u>Sequence and Theme</u>	<u>National Curriculum Links</u>	<u>Learning Intentions (Small Steps)</u>	<u>Key Vocabulary</u>
1-2	Number Decimals B	<ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Solve simple measure and money problems involving fractions and decimals to 2 decimal places Compare numbers with the same number of decimal places up to 2 decimal places Round decimals with 1 decimal place to the nearest whole number Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ 	<ol style="list-style-type: none"> To make a whole with tenths To make a whole with hundredths To partition decimals To flexibly partition decimals To compare decimals To order decimals To round to the nearest whole number To write halves and quarters as decimals 	<p>Equivalent decimals and fractions Numerator, denominator Unit fraction, non-unit fraction Compare and order Tenths Three quarters, one third, a third Equivalence, equivalent Whole Equal parts, four equal parts One half, two halves A quarter, two quarters</p>
3-4	Measurement Money	<ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence 	<ol style="list-style-type: none"> To write money using decimals? To convert between pounds and pence? To compare amounts of money? To estimate with money? To calculate with money? To solve problems with money? 	<p>First, second, third, etc. Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? How many? Total</p>
5	Measurement Time	<ul style="list-style-type: none"> Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days Read, write and convert time between analogue and digital 12- and 24-hour clocks 	<ol style="list-style-type: none"> To explain the relationship between years, months, weeks and days To explain the relationship between hours, minutes and seconds To convert between analogue and digital times To convert to the 24-hour clock To convert from the 24-hour clock 	<p>Convert Leap year Twelve hour/twenty-four-hour clock Roman numerals I to XIII Quarter past/to m/km, g/kg, ml/l Temperature (degrees) Full, half full, empty Holds, Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales Time, Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after</p>



				<p>Next, last Now, soon, early, late Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago? How long will it be to...? How long will it take to...? How often? Always, never, often, sometimes, usually</p>
6-7	Geometry Shape	<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn (Y3) Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry 	<ol style="list-style-type: none"> To understand angles as turns To identify angles To compare and order angles To explore different types of triangles To explore different types of quadrilaterals To extend my knowledge of polygons To identify different lines of symmetry To complete a symmetric figure 	<p>Size Bigger, larger, smaller Symmetrical, line of symmetry Fold Match Mirror line, reflection Pattern, repeating pattern Group, sort Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Hollow, solid Corner (point, pointed), Vertices Face, side, edge Make, build, draw Horizontal, vertical, perpendicular and parallel lines Quadrilaterals Triangles Right angle, acute and obtuse angles</p>
8	Statistics	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<ol style="list-style-type: none"> To interpret charts To solve comparison, sum and difference problems To interpret line graphs To draw line graphs 	<p>Count, tally, sort Vote Graph, block graph, pictogram, Represent Group, set, list, table Label, title Most popular, most common, least popular, least common Chart, bar chart, frequency table, Carroll diagram, Venn diagram Axis, axes Diagram Continuous data Line graph</p>
9	Geometry Position & Direction	<ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon Describe movements between positions as translations of a given unit to the left/right and up/down 	<ol style="list-style-type: none"> To describe position using coordinates To plot coordinates To draw 2-D shapes on a grid To translate on a grid To describe translation on a grid 	<p>Position Over, under, underneath, above, below, top, bottom, side On, in, outside, inside Around, in front, behind Front, back Before, after Beside, next to, opposite</p>



				<p><i>Apart</i> <i>Between, middle, edge, centre</i> <i>Corner</i> <i>Direction</i> <i>Left, right, up, down, forwards, backwards, sideways</i> <i>Across</i> <i>Close, far, near</i> <i>Along, through</i> <i>To, from, towards, away from</i> <i>Movement</i> <i>Slide, roll, turn, whole turn, half turn</i> <i>Stretch, bend</i> <i>Rotation</i> <i>Clockwise, anticlockwise</i> <i>Straight line</i> <i>Ninety degree turn, right angle</i> <i>Greater/less than ninety degrees</i> <i>Orientation (same orientation, different orientation)</i> <i>Coordinates</i> <i>Translation</i> <i>Quadrant</i> <i>x-axis, y-axis</i> <i>Perimeter and area</i></p>
10-11	<i>Consolidate Summer learning through recap, revision and real life experiences.</i>			