

Year 4, Block 3, Medium Term Plan, Mathematics, 2021 - 2022

Block 3, Year 4		
Week	National Curriculum Attainment Targets <i>Pupils should be taught to:</i>	Pupils Targets
1	<p>Number - Number and place value</p> <ul style="list-style-type: none"> • 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) • order and compare numbers beyond 1000 • round any number to the nearest 10 or 100 • solve number and practical problems that involve all of the above and with increasingly large positive numbers 	<p>Number - Number and place value</p> <ul style="list-style-type: none"> • Identify the value of each digit in a four-digit number • Use the value of the digits to compare and order numbers • Round any number to the nearest 10 or 100 • Count backwards through zero to include negative numbers
2	<p>Number - Addition and subtraction</p> <ul style="list-style-type: none"> • practise mental methods with increasingly large numbers to aid fluency * • subtract numbers with up to 4 digits using the formal written method of columnar subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<p>Number - Addition and subtraction</p> <ul style="list-style-type: none"> • Subtract mentally counting back in hundreds, tens and ones depending on the calculation • Make jottings to support mental calculations • Use the formal written method of columnar subtraction • Estimate and check answers to a calculation • Solve word problems and reason mathematically
3	<p>Geometry - Properties of shape</p> <ul style="list-style-type: none"> • identify acute and obtuse angles and compare and order angles up to two right angles by size 	<p>Geometry - Properties of shape</p> <ul style="list-style-type: none"> • Identify, name and define acute and obtuse angles

		<ul style="list-style-type: none"> • Identify acute and obtuse angles in 2-D shapes • Compare and order angles up to two right angles by size • Identify a regular polygon as having the properties of all sides and all angles equal
4	<p>Number - Multiplication and division, including Number and place value</p> <ul style="list-style-type: none"> • count in multiples of 25 and 1000 • multiply two-digit numbers by a one-digit number using formal written layout • 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 	<p>Number - Multiplication and division, including Number and place value</p> <ul style="list-style-type: none"> • Recognise multiples of 25, 100 and 1000 • Make a reasonable estimate for the answer to a calculation • Partition two-digit numbers into tens and ones • Multiply a one-digit number by a multiple of 10 • Use a written method to calculate multiplication of $TO \times O$ • Multiply a two-digit number by a one-digit number using the most efficient method • Solve word problems and reason mathematically
5	<p>Number – Fractions</p> <ul style="list-style-type: none"> • extend the use of the number line to connect fractions, numbers and measures * • understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths * • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 	<p>Number – Fractions</p> <ul style="list-style-type: none"> • Count on in hundredths from any hundredths fraction • Understand that hundredths arise when dividing an object by one hundred • Understand that hundredths arise when dividing tenths by ten • Use place value to find $\frac{1}{10}$ or $\frac{1}{100}$ of an amount, then multiply the answer by the numerator

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Solve word problems and reason mathematically
6	<p>Measurement (length)</p> <ul style="list-style-type: none"> • convert between different units of measure [for example, kilometre to metre] • estimate, compare and calculate different measures 	<p>Measurement (length)</p> <ul style="list-style-type: none"> • Convert between kilometres and metres • Convert between metres and centimetres • Convert between metres and millimetres • Convert between centimetres and millimetres • Use decimal notation to tenths to record lengths in kilometres and in metres • Use decimal notation to tenths to record length in metres and in centimetres • Round numbers on measuring tapes to the nearest 10 cm and 100 cm
7	<p>Number - Addition and subtraction</p> <ul style="list-style-type: none"> • practise mental methods with increasingly large numbers to aid fluency * • add numbers with up to 4 digits using the formal written method of columnar addition where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<p>Number - Addition and subtraction</p> <ul style="list-style-type: none"> • Add mentally counting on in hundreds, tens and ones depending on the calculation • Subtract mentally counting back in hundreds, tens and ones depending on the calculation • Use the formal written method of columnar addition • Estimate and check answers to a calculation • Solve word problems and reason mathematically