



## TSS Primary Maths MTP 2022-2023 Year 4 Block 4

Week	Key Targets and Learning Objectives	Student Activity and Workbook References	Success Criteria	Key Vocabulary
1	<p>Make Tally Charts and Frequency Tables <b>4Ss.02</b> Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation:</p> <ul style="list-style-type: none"><li>- Venn and Carroll diagrams</li><li>- tally charts and frequency tables</li><li>- pictograms and bar charts</li><li>- dot plots (one dot per count).</li></ul> <p>Read Pictograms and Bar Charts with Scales <b>4Ss.03</b> Interpret data, identifying similarities and variations, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.</p>	<p>Student's Book pp. 162–164</p> <p>Activity Book pp. 115–118</p> <p>Student's Book pp. 165–168</p> <p>Activity Book pp. 119–125</p>	<ul style="list-style-type: none"><li>• Record data using a tally chart and frequency table (not-grouped).</li><li>• Interpret data, identifying similarities and variations, within and between data sets.</li><li>• Discuss conclusions, considering the sources of variation.</li><li>• Record, organise and represent categorical and discrete data.</li><li>• Choose and explain which representation to use in a given situation.</li><li>• Read frequency tables.</li><li>• Represent data with pictograms (one drawing represents 1 or 2 data values).</li><li>• Represent data with bar charts (scales in ones and twos).</li><li>• Interpret data from pictograms and bar charts.</li><li>• Skip-count in twos, fives and tens.</li></ul>	<ul style="list-style-type: none"><li>• grouped frequency table,</li><li>• tally,</li><li>• tally marks,</li><li>• frequency,</li><li>• group size</li><li>• scale,</li><li>• vertical axis,</li><li>• horizontal axis,</li><li>• bar chart,</li><li>• title,</li><li>• labels,</li><li>• grid lines</li></ul>
2	<p>Represent Data With Dot Plots <b>4Ss.02</b> Record, organise and represent categorical and discrete data. Choose and explain</p>	<p>Student's Book pp. 169–171</p> <p>Activity Book pp. 126–129</p>	<ul style="list-style-type: none"><li>• Represent data with pictograms.</li><li>• Interpret pictograms.</li><li>• Use a number line.</li></ul>	<ul style="list-style-type: none"><li>• dot plot,</li><li>• number line,</li><li>• data,</li><li>• title,</li><li>• labels</li></ul>



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	<p>which representation to use in a given situation:</p> <ul style="list-style-type: none"> <li>- Venn and Carroll diagrams</li> <li>- tally charts and frequency tables</li> <li>- pictograms and bar charts</li> <li>- dot plots (one dot per count).</li> </ul> <p>Sort Data on Venn and Carroll Diagrams <b>4Ss.02</b></p> <p>Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation:</p> <ul style="list-style-type: none"> <li>- Venn and Carroll diagrams</li> <li>- tally charts and frequency tables</li> <li>- pictograms and bar charts</li> <li>- dot plots (one dot per count).</li> </ul>	<p>Student's Book pp. 172–174</p> <p>Activity Book pp. 130–133</p>	<ul style="list-style-type: none"> <li>• Record, organise and represent categorical and discrete data.</li> <li>• Choose and explain which representation to use in a given situation.</li> <li>• Interpret data, identifying similarities and variations, within and between data sets</li> <li>• Use Venn diagrams to sort objects or numbers (up to 2 criteria).</li> <li>• Use Carroll diagrams to sort objects or numbers (up to 2 criteria).</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagram,</li> <li>• Carroll diagram,</li> <li>• classify</li> </ul>
<b>3</b>	<p>Record and Organise Categorical and Discrete Data <b>4Ss.02</b></p> <p>Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation:</p> <ul style="list-style-type: none"> <li>- Venn and Carroll diagrams</li> <li>- tally charts and frequency tables</li> <li>- pictograms and bar charts</li> <li>- dot plots (one dot per count).</li> </ul> <p>More Parts of a Whole Means Smaller Parts <b>4Nf.01</b></p>	<p>Student's Book pp. 181–184</p> <p>Activity Book pp. 139–142</p> <p>Student's Book pp. 191–193</p> <p>Activity Book pp. 148–149</p>	<ul style="list-style-type: none"> <li>• Use Venn and Carroll diagrams.</li> <li>• Use tally charts and frequency tables.</li> <li>• Use pictograms and bar charts.</li> <li>• Use dot plots.</li> <li>• Record, organise and represent categorical and discrete data</li> <li>• Choose and explain which representation to use in a given situation</li> <li>• Illustrate and explain fractions as part of a whole.</li> <li>• Understand that the more parts a whole is divided into, the smaller the parts become.</li> </ul>	<ul style="list-style-type: none"> <li>• data representation,</li> <li>• advantages,</li> <li>• disadvantages,</li> <li>• categorical,</li> <li>• discrete</li> <li>• fraction,</li> <li>• whole,</li> <li>• parts,</li> <li>• smaller,</li> <li>• area</li> </ul>



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	Understand that the more parts a whole is divided into, the smaller the parts become.			
4	<p>Divide Wholes into a Number of Equal Parts</p> <p><b>4Nf.02</b></p> <p>Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions and three-quarters).</p>	<p>Student's Book pp. 194–196</p> <p>Activity Book pp. 150–151</p>	<ul style="list-style-type: none"><li>• Illustrate unit fraction, whole and identify its numerator and denominator.</li><li>• Represent half, quarter and three-quarters.</li><li>• Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions and three-quarters).</li></ul>	<ul style="list-style-type: none"><li>• whole,</li><li>• fraction,</li><li>• numerator,</li><li>• denominator,</li><li>• equal parts</li><li>• equivalent,</li><li>• equal</li></ul>
5	<p>Find Equivalent Fractions</p> <p><b>4Nf.04</b></p> <p>Recognise that two proper fractions can have an equivalent value.</p>	<p>Student's Book pp. 197–199</p> <p>Activity Book pp. 152–153</p>	<ul style="list-style-type: none"><li>• Dividing wholes into equal parts.</li><li>• Recognise that two proper fractions can have an equivalent value.</li></ul>	<ul style="list-style-type: none"><li>• whole,</li><li>• fraction,</li><li>• numerator,</li><li>• denominator,</li><li>• equal parts</li><li>• equivalent,</li><li>• equal</li></ul>
6	<p>Compare and Order Fractions</p> <p><b>4Nf.07</b></p> <p>Use knowledge of equivalence to compare and order proper fractions, using the symbols =, &gt; and &lt;.</p>	<p>Student's Book pp. 203–205</p> <p>Activity Book pp. 157–158</p>	<ul style="list-style-type: none"><li>• Visualise and identify various fractions.</li><li>• Use knowledge of equivalence to compare and order proper fractions, using the symbols =, &gt; and &lt;.</li></ul>	<ul style="list-style-type: none"><li>• compare,</li><li>• order,</li><li>• ascending,</li><li>• descending</li></ul>



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7	Percentage as a Number of Parts Out of 100 <b>4Nf.06</b> Understand percentage as the number of parts in each hundred, and use the percentage symbol (%).	Student's Book pp. 206–209 Activity Book pp. 159–162	<ul style="list-style-type: none"><li>• Identify equivalent fractions and find equivalent fractions of a given fraction.</li><li>• Understand percentage as the number of parts in each hundred, and use the percentage symbol (%).</li><li>• Find percentages of an amount</li></ul>	<ul style="list-style-type: none"><li>• percentage,</li><li>• parts</li><li>• hundredth</li><li>• Equivalent</li></ul>
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