

The Sultan's School Mathematics Year 4 Medium-Term Plans

| Unit 2 | | |
|--|-----------|----------------------|
| <i>Number -</i> | | <i>Geometry-</i> |
| Multiplication & division including Number & place value | Fractions | Position & direction |

| Unit 5 | | |
|----------------------|------------------------|---------------------|
| <i>Number -</i> | | <i>Geometry -</i> |
| Number & place value | Addition & subtraction | Properties of shape |

| Unit 9 | | |
|----------------------|---|---------------------|
| <i>Number -</i> | | <i>Geometry -</i> |
| Number & place value | Addition & subtraction including <i>Measurement</i> (money) | Properties of shape |

| Unit 1 | | |
|----------------------|------------------------|---------------------|
| <i>Number -</i> | | <i>Geometry -</i> |
| Number & place value | Addition & subtraction | Properties of shape |

| Unit 6 | | |
|--|-----------|-----------------------------|
| <i>Number -</i> | | <i>Measurement</i> (length) |
| Multiplication & division including Number & place value | Fractions | |

| Unit 10 | | |
|---------------------------|-----------|--|
| <i>Number -</i> | | <i>Measurement</i> (volume & capacity) |
| Multiplication & division | Fractions | |

| Unit 3 | | |
|------------------------|----------|---------------------------|
| <i>Number -</i> | | <i>Measurement</i> (mass) |
| Addition & subtraction | Decimals | |

| Unit 4 | | |
|--|---------------------------|---------------------------|
| <i>Number -</i> | | <i>Measurement</i> (time) |
| Multiplication & division including Number & place value | Multiplication & division | |

| Unit 11 | | |
|---|----------|----------------------|
| <i>Number -</i> | | <i>Geometry -</i> |
| Addition & subtraction including <i>Measurement</i> (money) | Decimals | Position & direction |

| Unit 7 | | |
|------------------------|------------------------|-------------------|
| <i>Number -</i> | | <i>Statistics</i> |
| Addition & subtraction | Addition & subtraction | |

| Unit 8 | | |
|---------------------------|----------|---------------------------------------|
| <i>Number -</i> | | <i>Measurement</i> (perimeter & area) |
| Multiplication & division | Decimals | |

| Unit 12 | | |
|---------------------------|---------------------------|-------------------|
| <i>Number -</i> | | <i>Statistics</i> |
| Multiplication & division | Multiplication & division | |

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| Unit 1 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shape | | |
|---|--|--------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Number and place value | Week 1 | |
| <ul style="list-style-type: none"> find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations | <ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Identify, represent and estimate numbers using different representations | 1 |
| | <ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Identify, represent and estimate numbers using different representations | 2 |
| | <ul style="list-style-type: none"> Order and compare numbers beyond 1000 | 3 |
| | <ul style="list-style-type: none"> Find 1000 more or less than a given number | 4 |
| Number – Addition and subtraction | Week 2 | |
| <ul style="list-style-type: none"> practise mental methods with increasingly large numbers to aid fluency * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | <ul style="list-style-type: none"> Use mental methods for addition | 1 |
| | <ul style="list-style-type: none"> Use mental methods for subtraction | 2 |
| | <ul style="list-style-type: none"> Solve one-step problems in contexts | 3 |
| | <ul style="list-style-type: none"> Solve two-step problems in contexts | 4 |
| Geometry – Properties of shape | Week 3 | |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Identify lines of symmetry in 2-D shapes | 1 |
| | <ul style="list-style-type: none"> Reflect 2-D shapes along a line of symmetry | 2 |
| | <ul style="list-style-type: none"> Complete simple symmetric figures with respect to a specific line of symmetry | 3 |
| | <ul style="list-style-type: none"> Make patterns by repeatedly reflecting shapes in vertical lines of symmetry | 4 |

| Unit 2 Number – Multiplication and division, including Number and place value Number – Fractions Geometry – Position and direction | | |
|---|---|--|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Multiplication and division | Week 1 | |
| <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 | <ul style="list-style-type: none"> Count in multiples of 9 Recall multiplication and division facts for the 9 multiplication table Understand that multiplication can be done in any order | 1 |
| | <ul style="list-style-type: none"> count in multiples of 6 and 9 | <ul style="list-style-type: none"> Recall multiplication and division facts for the 9 multiplication table Understand that multiplication can be done in any order |
| <ul style="list-style-type: none"> Count in multiples of 6 Recall multiplication and division facts for the 6 multiplication table Understand that multiplication can be done in any order | | 3 |
| <ul style="list-style-type: none"> Recall multiplication and division facts for the 6 multiplication table Understand that multiplication can be done in any order | | 4 |
| Number – Fractions | Week 2 | |
| <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions understand the relation between non-unit fractions and multiplication and division of quantities * | <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions | 1 |
| | <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions | 2 |
| | <ul style="list-style-type: none"> Understand the relation between non-unit fractions and multiplication and division of quantities | 3 |
| | <ul style="list-style-type: none"> Understand the relation between non-unit fractions and multiplication and division of quantities | 4 |
| Geometry – Position and direction | Week 3 | |
| <ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down | <ul style="list-style-type: none"> Recognise where a shape will be after translations of a given unit to the left/right and up/down on square and triangular grids | 1 |
| | <ul style="list-style-type: none"> Use coordinates to describe the position of a point on a grid in the first quadrant | 2 |
| | <ul style="list-style-type: none"> Plot specified points on a coordinate grid in the first quadrant | 3 |

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| Unit 3 Number – Addition and subtraction Number – Decimals Measurement (mass) | | |
|--|---|--------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Addition and subtraction | Week 1 | |
| <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 answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | <ul style="list-style-type: none"> Use mental methods for addition | 1 |
| | <ul style="list-style-type: none"> Add numbers with up to 4 digits using the formal written method of columnar addition Estimate the answer to a calculation | 2 |
| | <ul style="list-style-type: none"> Add numbers with up to 4 digits using the formal written method of columnar addition Estimate the answer to a calculation | 3 |
| | <ul style="list-style-type: none"> Solve two-step problems in contexts, deciding which operations and methods to use and why | 4 |
| Number – Decimals | Week 2 | |
| <ul style="list-style-type: none"> extend understanding of the number system and decimal place value to tenths * recognise and write decimal equivalents of any number of tenths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure problems involving decimals to two decimal places | <ul style="list-style-type: none"> Understand the place value of tenths Recognise and write decimal equivalents of any number of tenths | 1 |
| | <ul style="list-style-type: none"> Compare numbers with one decimal place | 2 |
| | <ul style="list-style-type: none"> Round decimals with one decimal place to the nearest whole | 3 |
| | <ul style="list-style-type: none"> Solve simple problems involving decimals with one decimal place | 4 |
| Measurement (mass) | Week 3 | |
| <ul style="list-style-type: none"> convert between different units of measure estimate, compare and calculate different measures | <ul style="list-style-type: none"> Read and write the relationships between metric units for mass; use decimal notation to tenths to record mass | 1 |
| | <ul style="list-style-type: none"> Use multiplication to convert from larger to smaller units of | 2 |
| | <ul style="list-style-type: none"> Estimate and compare mass; round numbers on scales to the nearest whole number | 3 |
| | <ul style="list-style-type: none"> Calculate different measures of mass using decimals to one place | 4 |
| <ul style="list-style-type: none"> plot specified points and draw sides to complete a given polygon | <ul style="list-style-type: none"> Recognise where a shape will be after translations of a given unit to the left/right and up/down on a coordinate grid in the first quadrant | 4 |

* Notes and guidance (non-statutory)

| Unit 4 Number – Multiplication and division, including Number and place value Measurement (time) | | |
|---|---|--------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Multiplication and division | Week 1 | |
| <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations 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 | <ul style="list-style-type: none"> Recall square numbers to 12 x 12 and the related division facts | 1 |
| | <ul style="list-style-type: none"> Count in multiples of 7 Recall multiplication and division facts for the 0, 1 and 7 multiplication tables Understand that multiplication can be done in any order | 2 |
| | <ul style="list-style-type: none"> Recall multiplication and division facts for the 11 and 12 multiplication tables Recognise and find factors of numbers to multiples up to 12 x 12 | 3 |
| | <ul style="list-style-type: none"> Solve problems involving multiplication and division facts of all multiplication tables to 12 x 12 and reason mathematically | 4 |
| Number – Number and place value | Week 2 | |
| <ul style="list-style-type: none"> count in multiples of 7 | <ul style="list-style-type: none"> Use partitioning to calculate TO x O Estimate and check the answer to a calculation | 1 |
| | <ul style="list-style-type: none"> Use partitioning and the grid method to calculate TO x O Estimate and check the answer to a calculation | 2 |
| | <ul style="list-style-type: none"> Use the expanded written method to calculate TO x O Estimate and check the answer to a calculation | 3 |
| | <ul style="list-style-type: none"> Use place value, including x0, x1, x10 to derive multiplication facts; multiply together three numbers | 4 |
| Measurement (time) | Week 3 | |
| <ul style="list-style-type: none"> convert between different units of measure read, write and convert time between analogue and digital 12- and 24-hour clocks | <ul style="list-style-type: none"> Convert between different units of time | 1 |
| | <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12-hour clocks | 2 |

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- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

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|---|---|
| • Read, write and convert time between analogue and digital 24-hour clocks | 3 |
| • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days | 4 |

* Notes and guidance (non-statutory)

| Unit 5 Number – Number and place value Number – Addition and subtraction Geometry – Properties of shape | | |
|---|--|--------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Number and place value | Week 1 | |
| <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 | • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | 1 |
| | • Order and compare numbers beyond 1000 | |
| | • Solve number and practical problems that involve place value | 2 |
| | • Round any number to the nearest 10 or 100 | 3 |
| | • Count backwards through zero to include negative numbers | 4 |
| Number – Addition and subtraction | Week 2 | |
| <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 | • Use mental methods for subtraction | 1 |
| | • Subtract numbers with up to 4 digits using the formal written method of columnar subtraction (decomposition) | 2 |
| | • Estimate and use inverse operations to check answers to a calculation | |
| | • Subtract numbers with up to 4 digits using the formal written method of columnar subtraction (decomposition) | 3 |
| | • Estimate and use inverse operations to check answers to a calculation | 4 |
| | • Solve two-step problems in contexts, deciding which operations and methods to use and why | |
| Geometry – Properties of shape | Week 3 | |
| <ul style="list-style-type: none"> • identify acute and obtuse angles and compare and order angles up to two right angles by size | • Identify acute and obtuse angles | 1 |
| | • Identify acute and obtuse angles in 2-D shapes | 2 |
| | • Compare and order angles up to two right angles by size | 3 |
| | • Decide if a polygon is regular or irregular by comparing lengths and angles | 4 |

| Unit 6 Number – Multiplication and division, including Number and place value Number – Fractions Measurement (length) | | | |
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| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson | |
| Number – Multiplication and division | Week 1 | | |
| <ul style="list-style-type: none"> • 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 | • Count in multiples of 25, 100 and 1000 | 1 | |
| | • Use the formal written method to calculate $TO \times O$ | 2 | |
| | • Estimate and check the answer to a calculation | | |
| | • Use the most efficient method to calculate $TO \times O$ | 3 | |
| | • Estimate and check the answer to a calculation | 4 | |
| | • Solve problems and reason mathematically | | |
| Number – Number and place value | Week 2 | | |
| • count in multiples 25 and 1000 | • Use the number line to connect fractions and numbers | 1 | |
| Number – Fractions | • Count up and down in hundredths | 2 | |
| <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 • 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 | • Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | | |
| | | • Count up and down in hundredths | 3 |
| | | • Use multiplication and division to find non-unit tenths and hundredths | |
| | • Solve fraction problems to calculate quantities including non-unit fractions | 4 | |
| Measurement (length) | Week 3 | | |
| • convert between different units of measure [for example, kilometre to metre] | • Read and write the relationships between metric units for length (kilometres and metres); use decimal notation to tenths to record length | 1 | |
| | • Use multiplication to convert from larger to smaller units of length | | |

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| <ul style="list-style-type: none"> estimate, compare and calculate different measures | <ul style="list-style-type: none"> Read and write the relationships between metric units for length (metres, centimetres and millimetres); use decimal notation to tenths to record length Use multiplication to convert from larger to smaller units of length | 2 |
| | <ul style="list-style-type: none"> Estimate and compare length; round numbers on measuring tapes to the nearest whole number | 3 |
| | <ul style="list-style-type: none"> Calculate different measures of length using decimals to one place | 4 |

* Notes and guidance (non-statutory)

| Unit 7 Number – Addition and subtraction Statistics | | |
|---|---|---------------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Addition and subtraction | Week 1 | |
| <ul style="list-style-type: none"> practise mental methods with increasingly large numbers to aid fluency * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and 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 | <ul style="list-style-type: none"> Use mental methods for addition | 1 |
| | <ul style="list-style-type: none"> Use mental methods for subtraction | 2 |
| | <ul style="list-style-type: none"> Solve two-step problems in contexts, deciding which operations and methods to use and why | 3 |
| | <ul style="list-style-type: none"> Add numbers with up to 4 digits using the formal written method of columnar addition Estimate and use inverse operations to check answers to a calculation | 4 |
| | Week 2 | |
| | <ul style="list-style-type: none"> Add numbers with up to 4 digits using the formal written method of columnar addition Estimate and use inverse operations to check answers to a calculation | 1 |
| | <ul style="list-style-type: none"> Subtract numbers with up to 4 digits using the formal written method of columnar subtraction (decomposition) Estimate and use inverse operations to check answers to a calculation | 2 |
| | <ul style="list-style-type: none"> Subtract numbers with up to 4 digits using the formal written method of columnar subtraction (decomposition) Estimate and use inverse operations to check answers to a calculation | 3 |
| | <ul style="list-style-type: none"> Solve two-step problems in contexts, deciding which operations and methods to use and why | 4 |
| | Statistics | Week 3 |
| <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 | <ul style="list-style-type: none"> Interpret and present discrete data using appropriate graphical methods, including scaled bar charts | 1 |
| | <ul style="list-style-type: none"> Interpret and present continuous data using appropriate graphical methods, using simple time graphs | 2 |
| | <ul style="list-style-type: none"> Use information presented in scaled pictograms, bar charts and tables to solve problems | 3 |
| | <ul style="list-style-type: none"> Use information presented in simple time graphs to solve problems | 4 |

| Unit 8 Number – Multiplication and division Number – Decimals Measurement (perimeter and area) | | |
|--|---|--------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Multiplication and division | Week 1 | |
| <ul style="list-style-type: none"> multiply three-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 | <ul style="list-style-type: none"> Use partitioning to calculate $HTO \times O$ Estimate and check the answer to a calculation | 1 |
| | <ul style="list-style-type: none"> Use partitioning and the grid method to calculate $HTO \times O$ Estimate and check the answer to a calculation | 2 |
| | <ul style="list-style-type: none"> Use the expanded written method to calculate $HTO \times O$ Estimate and check the answer to a calculation | 3 |
| | <ul style="list-style-type: none"> Solve problems and reason mathematically | 4 |
| | Week 2 | |
| | <ul style="list-style-type: none"> Understand the place value of hundredths Recognise and write decimal equivalents of any number of hundredths | 1 |
| | <ul style="list-style-type: none"> Compare numbers with two decimal places | 2 |
| <ul style="list-style-type: none"> Divide one-digit and two-digit numbers by 10 | 3 | |
| <ul style="list-style-type: none"> Divide one-digit and two-digit numbers by 100 | 4 | |
| Measurement (perimeter and area) | Week 3 | |

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| Unit 9 | | the perimeter of rectilinear figures in cm and | 1 |
|--|--|--|---------------|
| Number – Number and place value Number – Addition and subtraction, including Measurement (money) Geometry – Properties of shape | | | |
| National Curriculum attainment targets* Pupils should be taught to: | | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Number and place value | | Week 1 | |
| <ul style="list-style-type: none"> count backwards through zero to include negative numbers | <ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | | 4 |
| <ul style="list-style-type: none"> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | <ul style="list-style-type: none"> Order and compare numbers beyond 1000 | | |
| <ul style="list-style-type: none"> order and compare numbers beyond 1000 | <ul style="list-style-type: none"> Solve number and practical problems that involve place value | | |
| <ul style="list-style-type: none"> round any number to the nearest 10, 100 or 1000 | <ul style="list-style-type: none"> Round any number to the nearest 10, 100 or 1000 | | 2 |
| <ul style="list-style-type: none"> solve number and practical problems that involve all of the above and with increasingly large positive numbers | <ul style="list-style-type: none"> Count backwards through zero to include negative numbers | | 3 |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | | 4 |
| Number – Addition and subtraction | | Week 2 | |
| <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | <ul style="list-style-type: none"> Add numbers with up to 4 digits using the formal written method of columnar addition | | 1 |
| <ul style="list-style-type: none"> estimate and use inverse operations to check answers to a calculation | <ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation | | |
| <ul style="list-style-type: none"> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | <ul style="list-style-type: none"> Subtract numbers with up to 4 digits using the formal written method of columnar subtraction (decomposition) | | 2 |
| | <ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation | | |
| | <ul style="list-style-type: none"> Solve two-step problems in contexts, deciding which operations and methods to use and why | | 3 |
| Measurement (money) | | <ul style="list-style-type: none"> Estimate, compare and calculate with money in pounds and pence | 4 |
| Geometry – Properties of shape | | Week 3 | |
| <ul style="list-style-type: none"> compare and classify geometric shapes, including | <ul style="list-style-type: none"> Compare and classify triangles based on their properties and sizes | | 1 |

* Notes and guidance (non-statutory)

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| quadrilaterals and triangles based on their | • Compare and classify parallelograms and rhombuses based on their | 2 |
| Unit 11 Number – Addition and subtraction, including Measurement (money) | | |
| Number – Decimals | | |
| Geometry – Position and direction | | |

| Unit 10 Number – Multiplication and division Number – Fractions Measurement (volume and capacity) | | |
|---|--|--------|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
| Number – Multiplication and division | Week 1 | |
| <ul style="list-style-type: none"> multiply three-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 | <ul style="list-style-type: none"> Use the formal written method to calculate HTO x O Estimate and check the answer to a calculation | 1 |
| | <ul style="list-style-type: none"> Use the formal written method to calculate HTO x O Estimate and check the answer to a calculation | 2 |
| | <ul style="list-style-type: none"> Use the most efficient method to calculate HTO x O Estimate and check the answer to a calculation | 3 |
| | <ul style="list-style-type: none"> Solve problems and reason mathematically | 4 |
| Number – Fractions | Week 2 | |
| <ul style="list-style-type: none"> use factors and multiples to recognise equivalent fractions and simplify where appropriate [for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$]* recognise and show, using diagrams, families of common equivalent fractions add and subtract fractions with the same denominator solve simple measure and money problems involving fractions | <ul style="list-style-type: none"> Use factors and multiples to recognise equivalent fractions and simplify where appropriate | 1 |
| | <ul style="list-style-type: none"> Add fractions with the same denominator | 2 |
| | <ul style="list-style-type: none"> Subtract fractions with the same denominator | 3 |
| | <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions | 4 |
| Measurement (volume & capacity) | Week 3 | |
| <ul style="list-style-type: none"> convert between different units of measure estimate, compare and calculate different measures | <ul style="list-style-type: none"> Read and write the relationship between metric units for capacity; use decimal notation to hundredths to record capacity | 1 |
| | <ul style="list-style-type: none"> Use multiplication to convert from larger to smaller units of capacity | 2 |
| | <ul style="list-style-type: none"> Estimate and compare capacity; round numbers to the nearest whole number | 3 |
| | <ul style="list-style-type: none"> Calculate different measures of capacity using decimals to two places | 4 |

* Notes and guidance (non-statutory)

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| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson |
|--|---|--------|
| Number – Addition and subtraction | Week 1 | |
| <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and 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 | <ul style="list-style-type: none"> Add numbers with up to 4 digits using the formal written method of columnar addition Estimate and use inverse operations to check answers to a calculation | 1 |
| | <ul style="list-style-type: none"> Subtract numbers with up to 4 digits using the formal written method of columnar subtraction (decomposition) Estimate and use inverse operations to check answers to a calculation | 2 |
| | <ul style="list-style-type: none"> Estimate, compare and calculate with money in pounds and pence | 3 |
| | <ul style="list-style-type: none"> Solve problems in contexts, deciding which operations and methods to use and why | 4 |
| Measurement (money) | | |
| <ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence | | |
| Number – Decimals | Week 2 | |
| <ul style="list-style-type: none"> extend understanding of the number system and decimal place value to tenths and then hundredths* recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ 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 round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving decimals to two decimal places | <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths and hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ | 1 |
| | <ul style="list-style-type: none"> Compare decimals with up to two places Round decimals with one decimal place to the nearest whole number | 2 |
| | <ul style="list-style-type: none"> Divide one-digit and two-digit numbers by 10 and 100 | 3 |
| | <ul style="list-style-type: none"> Solve simple measure and money problems involving decimals to two places | 4 |
| Geometry – Position and direction | Week 3 | |
| <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 | <ul style="list-style-type: none"> Describe the position of a point on a grid as coordinates in the first quadrant | 1 |
| | <ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon | 2 |
| | <ul style="list-style-type: none"> Describe the position of a point on a grid as coordinates in the first quadrant | 3 |
| | <ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon; make use of ICT tools | 4 |

| Unit 12 Number – Multiplication and division Statistics | | | |
|---|--|--------|--|
| National Curriculum attainment targets Pupils should be taught to: | Lesson objectives Pupils will be taught to: | Lesson | |
| Number – Multiplication and division | Week 1 | | |
| <ul style="list-style-type: none"> use place value, known and derived facts to divide mentally, including dividing by 1 practise to become fluent in the formal written method of short division with exact answers * 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 | <ul style="list-style-type: none"> Use place value, known and derived facts to divide mentally, including dividing by 1 Use mental methods to partition and calculate TO ÷ O Estimate and check the answer to a calculation | 1 | |
| | <ul style="list-style-type: none"> Use the formal written method of short division to calculate TO ÷ O Estimate and check the answer to a calculation | 2 | |
| | <ul style="list-style-type: none"> Use mental methods to partition and calculate HTO ÷ O | 3 | |
| | <ul style="list-style-type: none"> Use the expanded written method to calculate HTO ÷ O Estimate and check the answer to a calculation | 4 | |
| | Week 2 | | |
| | <ul style="list-style-type: none"> Use the formal written method of short division to calculate HTO ÷ O Estimate and check the answer to a calculation | 1 | |
| | <ul style="list-style-type: none"> Use the formal written method of short division to calculate HTO ÷ O Estimate and check the answer to a calculation | 2 | |
| | <ul style="list-style-type: none"> Use the most efficient method to calculate HTO ÷ O Estimate and check the answer to a calculation | 3 | |
| <ul style="list-style-type: none"> Solve problems and reason mathematically | 4 | | |
| Statistics | Week 3 | | |
| <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 | <ul style="list-style-type: none"> Interpret and present discrete data using appropriate graphical methods, including scaled bar charts | 1 | |
| | <ul style="list-style-type: none"> Interpret and present continuous data using appropriate graphical methods, using simple time graphs | 2 | |
| | <ul style="list-style-type: none"> Use information presented in scaled pictograms, bar charts and tables to solve problems | 3 | |
| | <ul style="list-style-type: none"> Use information presented in simple time graphs to solve problems | 4 | |

* Notes and guidance (non-statutory)