Medium-term plan: autumn term 1st half

Year 4

Sequence and Theme	Weeks	Pages	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
4.1 **NUMBER SENSE**	1–3	*Planning Framework p37*	**Number and place value** ● count in multiples of 1000 ● 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 ● round any number to the nearest 10, 100 or 1000 ● solve number and practical problems that involve all of the above and with increasingly large positive numbers.	
ASSESSMENT TASK 4.1		*Assessment Tasks Years 3 and 4 pp36–37*	**Success criteria** Pupils can make appropriate decisions about when to use their understanding of counting, place value and rounding for solving problems including adding and subtracting.	TASK: Football Crowd USE WITH: Groups of 3
4.2 **ADDITIVE REASONING**	4–6	*Planning Framework p37*	**Addition and subtraction** ● 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 **Measurement** ● estimate, compare and calculate different measures, including money in pounds and pence **Statistics** ● 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	
ASSESSMENT TASK 4.2		*Assessment Tasks Years 3 and 4 pp38–39*	**Success criteria** Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting and mental and written methods. They can explain their decision making and justify their solutions.	TASK: School Visit USE WITH: Groups of 3

Medium-term plan: autumn term 2nd half

Year 4

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
4.3 **MULTIPLICATIVE REASONING**	7–9	*Planning Framework p38*	**Number and place value** ● *count in multiples of 6, 7, 9, 25 and 1000* **Multiplication and divisions** ● recall multiplication and division facts for multiplication tables up to 12 × 12 ● use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ● recognise and use factor pairs and commutativity in mental calculations ● solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as *n* objects are connected to *m* objects.	
ASSESSMENT TASK 4.3		*Assessment Tasks Years 3 and 4 pp40–41*	**Success criteria** Pupils can explain the relationship between multiplication and division and the distributive and associative laws. They use this understanding to derive facts and solve problems.	TASK: How Far Is It? USE WITH: Groups of 3
4.4 **GEOMETRIC REASONING**	10–11	*Planning Framework p38*	**Geometry: properties of shape** ● compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ● identify acute and obtuse angles and compare and order angles up to two right angles by size ● identify lines of symmetry in 2-D shapes presented in different orientations.	
ASSESSMENT TASK 4.4		*Assessment Tasks Years 3 and 4 pp42–43*	**Success criteria** Pupils can explain the properties of different triangles and quadrilaterals including angles and lines of symmetry.	TASK: Quadrilateral Quandary USE WITH: Groups of 3
4.5 **NUMBER SENSE**	12–13	*Planning Framework p39*	**Number and place value** ● *count in multiples of 1000* ● *find 1000 more or less than a given number* ● 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* ● *identify, represent and estimate numbers using different representations* ● *round any number to the nearest 10, 100 or 1000* ● *solve number and practical problems that involve all of the above and with increasingly large positive numbers* ● 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.	
ASSESSMENT TASK 4.5		*Assessment Tasks Years 3 and 4 pp44–45*	**Success criteria** Pupils can make appropriate decisions about when to use their understanding of counting (including counting below zero), place value and rounding for solving problems including adding and subtracting. Pupils can explain the representation of two-digit positive numbers as Roman numerals.	TASK: Roman Holiday USE WITH: Groups of 3