

**Medium-term plan: summer term 1st half**

**Year 4**

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
<b>4.11</b>  <b>ADDITIVE REASONING</b>	27–29	<i>Planning Framework</i> p42	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>● add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>● estimate and use inverse operations to check answers to a calculation</li> <li>● solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>● interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>● solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> <p><b>Fractions (including decimals)</b></p> <ul style="list-style-type: none"> <li>● <u>solve simple measure and money problems involving fractions and decimals to two decimal places</u></li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>	
<b>ASSESSMENT TASK</b> <b>4.11</b>		<i>Assessment Tasks</i> <i>Years 3 and 4</i> pp56–57	<p><b>Success criteria</b></p> <p>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 explain their decision making and justify their solutions.</p>	TASK: Population Growth USE WITH: Groups of 3
<b>4.12</b>  <b>NUMBER SENSE</b>	30–31	<i>Planning Framework</i> p42	<p><b>Fractions (including decimals)</b></p> <ul style="list-style-type: none"> <li>● count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>● recognise and show, using diagrams, families of common equivalent fractions</li> <li>● add and subtract fractions with the same denominator</li> <li>● recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>● recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</li> <li>● 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</li> <li>● round decimals with one decimal place to the nearest whole number</li> <li>● compare numbers with the same number of decimal places up to two decimal places</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● convert between different units of measure [for example, kilometre to metre].</li> </ul>	
<b>ASSESSMENT TASK</b> <b>4.12</b>		<i>Assessment Tasks</i> <i>Years 3 and 4</i> pp58–59	<p><b>Success criteria</b></p> <p>Pupils can represent and explain how the multiplicative nature of the number system extends into decimal numbers, as whole numbers are divided by 10 or 100, and connect this understanding to units of measure. Pupils can represent and explain the relationship between decimals and fractions. They use this understanding to solve problems.</p>	TASK: Pat a Cake USE WITH: Groups of 3

## Medium-term plan: summer term 2nd half

Year 4

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
4.13 <b>MULTIPLICATIVE REASONING</b>	32–34	Planning Framework p43	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>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</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>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.</li> </ul> <p><b>Fractions (including decimals)</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	
		Assessment Tasks Years 3 and 4 pp60–61	<p><b>Success criteria</b></p> <p>Pupils can solve problems involving multiplication, division and fractions in different contexts, appropriately choosing and using number facts, understanding of place value and counting and mental and written methods, explain their decision making and justify their solutions.</p>	TASK: Generous Gran USE WITH: Individuals
4.14 <b>GEOMETRIC REASONING</b>	35–36	Planning Framework p43	<p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares.</li> </ul>	
		Assessment Tasks Years 3 and 4 pp62–63	<p><b>Success criteria</b></p> <p>Pupils can explain how to find the perimeter and area of a shape and how to complete a symmetrical shape with a given line of symmetry, using this knowledge and understanding to solve problems.</p>	TASK: Garden Geometry USE WITH: Groups of 3