TERM: Spring 1 **YEAR: 4**

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication	• Factor pairs • Use factor pairs • Multiply by 10 • Multiply by 100 • Divide by 10	*Pupils use a variety of language to describe multiplication.* *Pupils are introduced to the multiplication tables. They practice to become fluent in the 6, 7 and 8 multiplication tables and connect them to each other.* *They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related written and mental calculations.* *Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities.* *They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 x 5= 20 and 20 ÷ 5 = 4)* **NRICH:** Ordering Cards * **NRICH:** Which Symbol? * **NRICH:** I'm Eight * **NRICH:** Odd Times Even *** **NRICH:** Two Numbers Under the Microscope ** **NRICH:** Even and Odd * **NRICH:** Ring a Ring of Numbers * **NRICH:** More Numbers in the Ring *** **NRICH:** How Odd ** **NRICH:** Doing and Undoing * **NRICH:** Clapping Times *

WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number	• Divide by 100	*Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities.*

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WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Multiplication & Number Multiplication and Division	• Related facts – multiplication and division Informal written methods for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit numbe	*They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 x 5= 20 and 20 ÷ 5 = 4)* **NRICH:** Ordering Cards * **NRICH:** Which Symbol? * **NRICH:** I'm Eight * **NRICH:** Odd Times Even *** **NRICH:** Two Numbers Under the Microscope ** **NRICH:** Even and Odd * **NRICH:** Ring a Ring of Numbers * **NRICH:** More Numbers in the Ring *** **NRICH:** How Odd ** **NRICH:** Doing and Undoing * **NRICH:** Clapping Times *

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Division	• Divide a 2-digit number by a 1-digit number (1) • Divide a 2-digit number by a 1-digit number (2) • Divide a 3-digit number by a 1-digit number • Correspondence problems • Efficient multiplication	*Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answer (see mathematics appendix 2)* *Pupils write statements about the equality of expressions (for example, use the disruptive law (2x3)x4=2x(3+4))* *Pupils continue to practise recalling and using multiplication tables and relevant division facts to aid fluency.* *Pupils practise mental methods and extend this to three digit numbers to derive facts, (for example 600÷3=200 can be derived from 2x3=6)* *They combine their knowledge of number facts and rules arithmetic to solve mental and written calculations for example, 2x6x5=10x6=60* **NRICH:** Multiplication Square Jigsaw * **NRICH:** Shape Times Shape * **NRICH:** Table Patterns Go Wild! ** **NRICH:** Let's Divide Up! * **NRICH:** That Number Square! * **NRICH:** Carrying Cards * **NRICH:** Light the Lights Again * **NRICH:** Multiples Grid * **NRICH:** Zios and Zepts * **NRICH:** Trebling * **NRICH:** All the Digits ** **Mathematical Challenges for the more Able:** Footsteps in the snow – 19 Stickers - 42 Lighthouses – 51

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number	• Measure in kilometres and metres	*Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of*

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WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Multiplication and Division	• Equivalent lengths (kilometres and metres) • Perimeter on a grid • Perimeter of a rectangle	*measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m=500cm)* **NRICH:** Olympic Starters *

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry Angles	• Perimeter of rectilinear shape • Find missing lengths in rectilinear shapes • Calculate the perimeter of rectilinear shapes • Perimeter of regular polygons	*Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.* *Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m=500cm)* **NRICH:** Olympic Starters * **Mathematical Challenges for the more Able:** Straw squares - 47 **Real life links:** Shapes in the real world, e.g nature, architecture