

TERM: Autumn 1

YEAR: 4

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	<ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Find 100 more or less than a given number 	<p><i>Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.</i></p> <p>Real life: Money</p>

WEEKS 2&3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition and subtraction	<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 	<p><i>Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see mathematics appendix 1)</i></p> <p>NRICH: The Puzzling Sweet Shop ** NRICH: Money Bags ** NRICH: Amy's Dominoes ** NRICH: Escape from the Castle ** NRICH: Fifteen Cards * NRICH: Sealed Solution ** NRICH: Roll These Dice **</p> <p>Mathematical Challenges for the more Able: <i>Sandcastles - 45</i></p>

WEEKS 4 & 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Multiplication and Division	<ul style="list-style-type: none"> 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 Count in multiples of 6 and 7 Recall multiplication and division facts for multiplication tables up to 12x12 Multiply two digit and three digit numbers by a one digit number using formal written lay out. Divide using the short division method with exact answers 	<p><i>Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.</i></p> <p><i>Pupils practise to become fluent in the formal written method of short multiplication. (Mathematics Appendix 1)</i></p> <p><i>Pupils practise mental methods and extend this to three digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$)</i></p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry 2D shape	<ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify lines of symmetry in 2D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry 	<p><i>Pupils continue to classify shapes using geometrical properties, extending to classify different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).</i></p> <p><i>Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry does not dissect the original shape.</i></p> <p>NRICH: Nine-pin Triangles *** NRICH: Cut it Out ***</p> <p>NRICH: Let's Reflect * NRICH: National Flags * NRICH: Stringy Quads **</p> <p>NRICH: A Cartesian Puzzle * NRICH: Symmetry Challenge *** NRICH: Coordinate Challenge *</p> <p>Mathematical Challenges for the more Able: <i>Straw squares - 47</i></p> <p>Real life links: <i>Shapes in the real world, e.g nature, architecture</i></p>