

**TERM: Autumn 2**

**YEAR: 4**

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Place Value	<ul style="list-style-type: none"> <li>Count in multiples of 9, 25 and 1000</li> <li>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>Round any number to the nearest 10, 100 or 1000</li> <li>Recall multiplication and division facts upto 12x12</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul>	<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><b>NRICH:</b> <a href="#">Some Games That May Be Nice or Nasty</a> *  <b>NRICH:</b> <a href="#">The Deca Tree</a> *</p>
WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Fractions and decimals	<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>Solve simple measure and money problems involving fractions</li> </ul>	<p><i>They practise counting using simple fractions and decimals, both forwards and backwards. Pupils should connect hundredths to tenths and place value and decimal measure. They extend the use of the number line to connect fractions, numbers and measures. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.</i></p> <p><b>NRICH:</b> <a href="#">Fractional Triangles</a> *  <b>NRICH:</b> <a href="#">Bryony's Triangle</a> *  <b>NRICH:</b> <a href="#">Fair Feast</a> *</p> <p><b>Real life:</b>                      Money, e.g. sales, shopping                      Recipes</p>
WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number  Fractions and decimals	<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 write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>Recognise and write decimal equivalents of any number of tenths and hundredths</li> </ul>	<p><i>Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and</i></p>

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
	<ul style="list-style-type: none"> <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>Solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>	<p><i>proportions.</i>  <i>Pupils understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and 100.</i></p> <p><b>NRICH:</b> <a href="#">Fractions in a Box</a> **  <b>NRICH:</b> <a href="#">Chocolate</a> **  <b>NRICH:</b> <a href="#">Fractional Triangles</a> *  <b>NRICH:</b> <a href="#">Bryony's Triangle</a> *  <b>NRICH:</b> <a href="#">Fair Feast</a> *</p> <p><b>NRICH:</b> <a href="#">Fractions in a Box</a> **  <b>NRICH:</b> <a href="#">Chocolate</a> **</p> <p><b>Real life:</b>            Money, e.g. sales, shopping            Recipes            Possible links to other areas of the curriculum</p>
WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement  Conversion	<ul style="list-style-type: none"> <li>Convert between different units of measure (for example, kilometer to meter; hour to minute)</li> <li>Estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>	<p><i>Pupils build on their understanding of place value and decimal notation to record metric measures, including money.</i>  <i>They use multiplication to convert from larger to smaller unit.</i></p> <p><b>Mathematical Challenges for the more Able:</b>            More stamps - 44</p> <p><b>Real life:</b>            Travel            Shopping            Sport, e.g. race times, distance jumped/thrown</p>
WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement  Time	<ul style="list-style-type: none"> <li>Read write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	<p><b>Real life:</b>            Travel            Historical events            Age / birthdays</p>

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WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	<ul style="list-style-type: none"><li>Solve comparisons, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li></ul>	NRICH: <a href="#">Venn Diagrams</a> * NRICH: <a href="#">More Carroll Diagrams</a> * NRICH: <a href="#">Plants</a> **