

TERM: Spring 1

YEAR: 4

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place value	<ul style="list-style-type: none"> Count in multiples of 6,7,9,25 and 1000 Count backwards through zero to include negative numbers Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places Identify, represent and estimate numbers using different representations 	<p><i>They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.</i></p> <p><i>They connect estimation and rounding numbers to the use of measuring instruments.</i></p> <p>NRICH: Some Games That May Be Nice or Nasty *</p> <p>NRICH: The Deca Tree *</p> <p>Real life links: Money Measure Sport, e.g. race times, distance thrown/jumped</p>

WEEK 2	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 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 English Appendix 1)</i></p> <p>NRICH: The Puzzling Sweet Shop **</p> <p>NRICH: Money Bags **</p> <p>NRICH: Amy's Dominoes **</p> <p>NRICH: Escape from the Castle **</p> <p>NRICH: Fifteen Cards *</p> <p>NRICH: Sealed Solution **</p> <p>NRICH: Roll These Dice **</p> <p>Mathematical Challenges for the more Able: Sandcastles - 45</p>

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number Multiplication & Division</p>	<ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12 x 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 calculation Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 	<p><i>Pupils continue to practise recalling and using multiplication tables and relevant division facts to aid fluency.</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> <p><i>They combine their knowledge of number facts and rules arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$</i></p> <p>NRICH: Multiplication Square Jigsaw *</p> <p>NRICH: Shape Times Shape *</p> <p>NRICH: Table Patterns Go Wild! **</p> <p>NRICH: Let's Divide Up! *</p> <p>NRICH: That Number Square! *</p> <p>NRICH: Carrying Cards *</p> <p>NRICH: Light the Lights Again *</p> <p>NRICH: Multiples Grid *</p> <p>NRICH: Zios and Zepts *</p> <p>NRICH: Trebling *</p> <p>NRICH: All the Digits **</p> <p>Mathematical Challenges for the more Able: Footsteps in the snow – 19 Stickers - 42 Lighthouses – 51</p>

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number Multiplication and Division</p>	<ul style="list-style-type: none"> Divide using formal written method of short division Solve problems involving multiplying and adding, including using the disruptive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects 	<p><i>Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answer (see mathematics appendix 2)</i></p> <p><i>Pupils write statements about the equality of expressions (for example, use the disruptive law $(2 \times 3) \times 4 = 2 \times (3 + 4)$)</i></p> <p>Mathematical Challenges for the more Able: Footsteps in the snow – 19 Stickers - 42 Lighthouses – 51</p>

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Geometry Angles</p>	<ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size 	<p><i>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.</i></p>

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WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		<p>Mathematical Challenges for the more Able: Straw squares - 47</p> <p>Real life links: Shapes in the real world, e.g nature, architecture</p>

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Geometry Position and Direction	<ul style="list-style-type: none">• Describe positions on a 2D grid as coordinates in the first quadrant• Describe movements between positions as translations of a given unit to the left/right and up/down• Plot specified points and draw sides to complete a given polygon	<p><i>Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates , for example (2, 5), including using coordinate-plotting ICT tools</i></p> <p>Mathematical Challenges for the more Able: Straw squares - 47</p> <p>Real life links: Maps</p>