

TERM: Spring 2

YEAR:4

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	<ul style="list-style-type: none"> Find 1000 more or less than a given number Order and compare numbers beyond 1000 Count backwards through zero to include negative numbers Round any number to the nearest 10, 100, 1000 Recall multiplication and division facts upto 12x12 	<p><i>Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000.</i></p>
WEEK 2	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions and decimals	<ul style="list-style-type: none"> Add and subtract fractions with the same denominator 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 	<p><i>Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.</i></p> <p><i>Pupils practise counting using simple fractions and decimals, both forwards and backwards.</i></p> <p><i>Pupils make connections between fractions of a length, of a shape and as representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$)</i></p> <p><i>Pupils understand the relation between non-unit fractions and multiplications and division of quantities, with particular emphasis on tenths and hundredth.</i></p> <p>NRICH: Fractional Triangles *</p> <p>NRICH: Bryony's Triangle *</p> <p>NRICH: Fair Feast *</p> <p>Real life: Money, e.g. sales, shopping, Recipes Link to other curriculum areas</p>

WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions and decimals	<ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to 	<p><i>Pupils should connect hundredths to tenths and place value to decimal measure.</i></p> <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 own number lines.</i></p> <p>NRICH: Fractions in a Box **</p>

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WEEK 3	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
	two decimal places <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to two decimal places 	NRICH: Chocolate ** Real life links: Money, e.g. sales, shopping, Recipes Link to other curriculum areas

WEEK 4	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Conversion	<ul style="list-style-type: none"> Convert between different units of measure (for example, kilometer to meter; hour to minute) Estimate, compare and calculate different measures, including money in pounds and pence 	<i>Pupils build on their understanding of place value and decimal notation to record metric measures, including money.</i> NRICH: Discuss and Choose * Mathematical Challenges for the more Able: <i>More stamps - 44</i> Real life: Travel Shopping Sport, e.g. race times, distance jumped/thrown

WEEK 5	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Perimeter and Area	<ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters Find the area of rectilinear shapes by counting squares 	<i>Perimeter can be expressed algebraically as $2(a+b)$ where a and b are the dimensions in the same unit. They relate area to arrays and multiplication.</i> NRICH: Torn Shapes * Real life: Buildings Jobs

WEEK 6	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. 	<i>Pupils understand and use a greater range of scales in their representations. Pupils begin to relate the graphical representations of data to recording change over time.</i>