Federation of Yatton Schools : Year 4 Medium Term Planning Autumn 1

Date	Area of Study	Curriculum Objective	Non-Statutory Guidance	What will core learning look like?
	Number, place value and rounding	● To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ● To identify, represent and estimate numbers using different representations. ● To order and compare numbers beyond 1000. ● To round any number to the nearest 10, 100 or 1000. ● To count in multiples of 6, 7, 9, 25, 1000. ● To find 1000 more or less than a given number.	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. They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far. They connect estimation and rounding numbers to the use of measuring instruments. Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.	
	Mental Addition and subtraction	● To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate. ● To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1). See Federation of Yatton Schools Calculation Policy	
	Multiplication	● To recall multiplication facts for multiplication tables up to 12 × 12. ● To 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. ● To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which *n* objects are connected to *m* objects.	Pupils continue to practise recalling and using multiplication tables and related 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 $2 \times 3 = 6$). Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1). Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$.	
	Multiplication and division	● To recall multiplication facts for multiplication tables up to 12 × 12. ● To 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.	Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.	
	Geometry: Properties of shape	• To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • To identify lines of symmetry in 2D shapes presented in different orientations. • To complete a simple symmetric figure with respect to a specific line of symmetry.	Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium). 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 draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.	
	Measures Measures: Time Measures: Money	• To convert between different units of measure (for example, kilometre to metre; hour to minute). • To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • To estimate, compare and calculate different measures, including money in pounds and pence.	Pupils build on their understanding of place value and decimal notation to record metric measures, including money. They use multiplication to convert from larger to smaller units. 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.	
To assess the half-term's work			

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