

**Year 4 Maths Long Term Planning**

Week	Topic	Objectives	Vocabulary	Things to revisit
1	Number – Place Value of 4-digit numbers and 1000 more or less	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) find 1000 more or less than a given number	numeral; thousands; hundreds; tens; ones; represents; stands for; equal to; exact; digit; place value; more; less; inequality sign; increase; decrease	
2	Number – Ordering and rounding	Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers	numeral; thousands; hundreds; tens; ones; represents; stands for; equal to; inequality sign; ascending / descending order; estimate; approximately; exact; round; nearest; multiple of; digit; divisible; compare; order; size	
3	Number – Roman numerals	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Roman numeral; one; five; ten; fifty; hundred	
4	Number – Counting in multiples and negative numbers	Count in multiples of 6, 7, 9, 25 and 100 Count backwards through zero to include negative numbers	count; multiple; multiples; sequence; count up; count back; continue; pattern; rule; next; consecutive; zero; minus; positive; negative; order; ascending; descending	
5-7	Number – Addition and Subtraction	Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation	method; columns; place value; value; thousands; hundreds; tens; ones; exchange; add; addition; more; plus; increase; sum; total; increase; total; altogether; score; double; halve; subtract; minus; decrease; leave; how many are left; difference between; how many more/fewer; equals; is; is the same as; tens boundary; hundreds boundary; units boundary; tenths boundary; inverse	


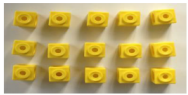
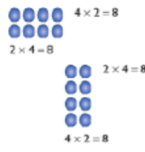
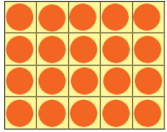


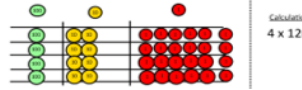
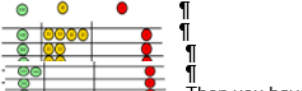
**Addition**

	Concrete Year 2, Year 3 & Year 4	Pictorial Year 4 (4 Digit numbers)	Abstract Year 4, 5 and 6 – With decimals.
Column method – regrouping	<p>Make both numbers on a place value grid.</p> <p>Add up the units and exchange 10 ones for one 10.</p> <p>Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.</p> <p>This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100.</p> <p>As children move on to decimals, money and decimal place value counters can be used to support learning.</p>	<p>Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.</p>	<p>Clearly show the exchange below the addition.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$ <p>As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.</p> $\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \\ 11 \end{array}$ $\begin{array}{r} 23.3 \\ + 2.6 \\ \hline 25.9 \\ 11 \end{array}$

**Subtraction**

	Concrete Year 2, Year 3 & Year 4	Pictorial Year 2, Year 3 & Year 4	Abstract Year 4, 5 and 6 – With decimals.
Column method with regrouping	<p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>Make the larger number with the place value counters.</p> <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.</p> <p>Now I can subtract my ones.</p> <p>Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.</p> <p>Now I can take away eight tens and complete my subtraction.</p> <p>Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.</p>	<p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p> <p>When confident, children can find their own way to record the exchange/regrouping.</p> <p>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p>	<p>Children are to use the compact method.</p> <p>This will lead to an understanding of subtracting any number including decimals.</p> $\begin{array}{r} 5121 \\ - 2630 \\ \hline 2461 \\ 2365 \end{array}$

Year 4 Main Maths Long Term Planning

Week	Topic	Objectives	Vocabulary	Things to revisit	
8	Number – Multiplication facts	Recall multiplication and division facts for multiplication tables up to $12 \times 12$ Use place value, known and derived facts to multiply and divide mentally Multiplying by 0 and 1 and Dividing by 1	lots of; groups of; times; multiply; multiplication; product; repeated addition; array; row; column; double; halve; share; divide; division; divisible; remainder; factor; quotient; divisible by inverse		
9	Number – Multiplication of 3 numbers and factor pairs	Multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations	lots of; groups of; times; multiply; multiplication; product; repeated addition; array; row; column; double; halve; share; divide; division; divisible; remainder; factor; quotient; divisible by inverse		
		<p><b>Concrete</b> Year:1-&amp;Year:2</p> <p>Create arrays using counters/cubes to show multiplication sentences.</p>  	<p><b>Pictorial</b> Year:1-&amp;Year:2</p> <p>Draw arrays in different rotations to find commutative multiplication sentences.</p>  <p>Link arrays to area of rectangles.</p> 	<p><b>Abstract</b> Year:1-&amp;Year:2</p> <p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  <p> <math>5 + 5 + 5 = 15</math>  <math>3 + 3 + 3 + 3 + 3 = 15</math>  <math>5 \times 3 = 15</math>  <math>3 \times 5 = 15</math> </p>	
10-11	Number – Multiplication of 2/3 digit number by a one digit number using written method (expanded and/or short)	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	lots of; groups of; times; multiply; multiplication; product; repeated addition; array; row; column; double; halve; share; divide; division; divisible; remainder; factor; quotient; divisible by; inverse; method; expand; exchange; columns		
		<p><b>Concrete</b> Year:4</p> <p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.</p>  <p>Fill each row with 126.</p>  <p>Add up each column, starting with the ones making any exchanges needed.</p>  <p>Then you have your answer.</p>			
12	Measures - Area and Perimeter	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares	measure; area; perimeter; count; squares; add; covers; surface; square centimetre (cm <sup>2</sup> ); square metre (m <sup>2</sup> )		
13	Assessments				
14	Consolidation	See Things to revisit and QLA			