

**Long term maths planning – Year 4  
2017 - 2018**

Autumn Term 4 <sup>th</sup> September - 21 <sup>st</sup> December 2017 10 <sup>th</sup> Nov Phase 1 ends		wk	Spring Term 8 <sup>th</sup> January – 29 <sup>th</sup> March 2018 9 <sup>th</sup> Feb Phase 2 ends		wk	Summer Term 16 <sup>th</sup> April-23 <sup>rd</sup> July 2018 4 <sup>th</sup> May Phase 3 ends	
1	4/9 Number-Place Value		1	8/1 Addition/Subtraction (Word Problems/Time)		1	16/4 Number-Place Value (Roman Numerals/Negative numbers/Factors, repeat from Phase 1,2-deeper)
2	11/9 Number-Place Value (Roman Numerals to 100)		2	15/1 Multiplication/Division ( Recall 2,3,4,5,6,8 multiplication/division facts, word pb)		2	23/4 Addition/Subtraction (Statistics, Word Problems/Measurement)
3	18/9 Addition/Subtraction		3	22/1 Fractions (Common equivalent fractions, recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10, solve measure and money problems involving fractions)		3	30/4 Multiplication/Division (Word Problems/Measurements, repeat from Phase 1, 2-deeper) <i>Assessment – Data drop on Friday 4<sup>th</sup> May 2018</i>
4	25/9 Addition/Subtraction (w pb/Money)		4	29/1 Fractions (As above)		4	7/5 Fractions/Decimals (Recognise and write decimal equivalents of any number of tenths or hundredths)
5	2/10 Multiplication/Division		5	5/2 Measurement (Convert between different units of measure, calculate area) <i>Assessment – Data drop on Friday 9<sup>th</sup> February 2018</i>		5	14/5 Geometry (Shapes/Perimeter)
			Half term (12/2-18/2/2018)		6	21/5 Addition/Subtraction (Repeat from Phase 1, 2-	

						deeper)	
6	9/10 Multiplication/Division		6	19/2 Geometry (Shapes/angles/Symmetry)			Half term (28/5-3/6/2018)
			7	26/2 Geometry (Position/Direction/Translation)			
						6	4/6 Addition/Subtraction (Statistics, bar charts, pictograms, tables. Repeat from Phase 1, 2-deeper)
7	16/10 Measurement (Perimeter/Area)		8	5/3 Number-Place Value (Count in multiples of 6,7, 9, 25 and 1000, read Roman numerals to 100)		7	11/6 Multiplication/Division (Repeat from Phase 1, 2-deeper)
	Half term (23/10-29/10/2017)		9	12/3 Addition/Subtraction (Formal written methods, repeat from Phase 1,2-deeper)		8	18/6 Fractions/Decimals (Repeat from Phase 1, 2-deeper)
8	30/10 Geometry (Compare and classify geometric shapes, identify acute/obtuse angles, symmetry)		10	19/3 Multiplication/Division (up to 12x12, x three numbers together, recognise and use factor pairs, distributive law)		9	25/6 Measurement (Repeat from Phase 1, 2-deeper)
9	6/11 Geometry (Position/Direction, describe positions on a 2D grid as coordinates in the first quadrant) <i>Assessment - Data drop on Friday 10<sup>th</sup> Nov 2017</i>		11	26/3 Multiplication/Division (up to 12x12, x three numbers together, recognise and use factor pairs, distributive law)		10	2/7 Measurement (Repeat from Phase 1, 2-deeper)

10	13/11 Fractions ( <i>Recognise and show fractions using diagrams, +/- fractions with the same denominators</i> )				11	2/7 Geometry ( <i>Shapes/angles/Symmetry, repeat from Phase 1, 2-deeper</i> )		
11	20/11 Fractions ( <i>As above</i> )	<p>By the end of spring term the <b>minimum</b> children need to be able to do:</p> <ul style="list-style-type: none"> <li>Count in multiples of six, seven, nine, 25 and 1,000</li> <li>Count backwards through zero to include negative numbers</li> <li>Order and compare numbers beyond 1,000</li> <li>Round any number to the nearest 10, 100 or 1,000</li> <li>Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why</li> <li>Recall multiplication and division facts for multiplication tables up to 12 x 12</li> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>Round decimals with one decimal place to the nearest whole number</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places</li> <li>Convert between different units of measure <i>eg kilometre to metre; hour to minute</i></li> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>Identify lines of symmetry in two dimensional</li> </ul>			12	9/7 Geometry ( <i>Position/Direction</i> )		
						13	17/7 Revision	
12	27/11 Number/ PV ( <i>Count in multiples of 6, 25 and 1000, count backwards to include negative numbers, order and compare, round to the nearest 1000</i> )					<p>By the end of Y4, a child should be <b>fluent</b> with:</p> <ul style="list-style-type: none"> <li>Whole numbers and the four operations, including number facts and the concept of place value</li> <li>Developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers</li> <li>Solving a range of problems including those with simple fractions and decimal place value</li> <li>Drawing shapes with accuracy using mathematical reasoning</li> <li>Analysing shapes and their properties, confidently describing the relationships between them</li> <li>Using measuring instruments accurately, making connections between measure and number</li> <li>Recalling the multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work</li> <li>Reading and spelling mathematical</li> </ul>		
13	4/12 Addition/Subtraction ( <i>+/- numbers with up to 4 digits, w.pb, measurements, money/change</i> )							
14	11/12 Addition/Subtraction ( <i>Statistics, bar charts, pictograms, tables</i> )							
15	18/12 Revision							
<p>By the end of autumn term the <b>minimum</b> children need to be able to do:</p> <ul style="list-style-type: none"> <li>Work with whole numbers and the four operations, including number facts and the concept of place value (e.g. <i>A child will be developing efficient written and mental methods and perform calculations accurately with increasingly large whole numbers</i>)</li> <li>Solve a range of problems including those with</li> </ul>								

simple fractions and decimal place value

- Draw shapes using mathematical reasoning and analyse shapes and their properties, starting to describe the relationships between them
- Use measuring instruments making connections between measure and number
- Recall 2/3/4/5/6/10 multiplication tables and start to show precision and fluency in the work
- Read and spell mathematical vocabulary correctly using a growing word reading knowledge and a knowledge of spelling

shapes presented in different orientations

- Plot specified points and draws sides to complete a given polygon

vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling