

Central Park Medium Term Overview: Year 4

T1 Week 1 Place Value Terms – positional, multiplicative, additive, base10	T1 Week 2 Link to measurement-practical activities with mass capacity & vice versa	T1 Week 3 Fractions – whole part relationships (birds and faces see mastery document), link to division.	T1 Week 4 Fractions-	T1 Week 5 Mental Calculation	T1 Week 6 Written methods	T1 Week 7 Written methods for addition and subtraction	T1 Week 8 Mastery Week
T2 Week 1 Mental calculation strategies Multiplication and division	T2 Week 2 Working towards the written methods:	T2 Week 3 Written methods with reasoning for division and multiplication as the inverse:	T2 Week 4 Rehearse mental and written methods:	T2 Week 5 Scaling of parts Visuals: (Bar modelling)	T2 Week 6 2D shape: Classifying	T2 Week 7 3D shape using manipulatives (Nets) to make sphere, cube, cuboid, pyramid:	T2 Week 8 Coordinates:
T3 Week 1 Place Value as in term 1 Continuation from week 1 term	T3 Week 2 Negative numbers:	T3 Week 3 Fractions, equivalences Visual	T3 Week 4 Fractions, equivalences Number	T3 Week 5 Mental calculation strategies as in Term 1:	T3 Week 6 Continue with mental calculation strategies	T3 Week 7 calculation methods for addition and subtraction,	T3 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered so far
T4 Week 1 Mental Calculation as in term 2	T4 Week 2 Continue with mental calculation strategies	T4 Week 3 Written methods for multiplication	T4 Week 4 Written Division using manipulatives	T4 Week 5 Multiplication and division	T4 Week 6 Scaling up and scaling down as in term 2 focus on number	T4 Week 7 Consolidation of Term 2 Angels and length	T4 Week 8 Consolidation of Term 2
T5 Week 1 Place Value progression as in Term 1 and 3	T5 Week 2 Roman Numerals	T5 Week 3 Fractions Addition and subtraction	T5 Week 4 Continue with fractions and decimals,	T5 Week 5 Consolidation of mental Calculations and visuals	T5 Week 6 Consolidation of mental calculation strategies	T5 Week 7 Written methods Consolidation of written methods within different contexts	T5 Week 8 Written methods Consolidation of written methods within different contexts
T6 Week 1 calculation strategies as Terms 2 and 4	T6 Week 2 Continue with mental calculation	T6 Week 3 Written calculation	T6 Week 4 Written calculation	T6 Week 5 Scaling up and scaling down	T6 Week 6 Consolidation of 3D and 2D shape including problem solving	T6 Week 7 Consolidation of coordinates, symmetry, translations and introduce reflections by linking it to symmetry	T6 Week 8 Assessment, reinforcement, rehearsal etc. of what has been covered over the term.

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Four areas:

Reasoning and Mastery of Number: Autumn 1; Spring 1 and Summer 1

Reasoning and Mastery of Addition and Subtraction: Autumn 1; Spring 1 and Summer 1

Reasoning and Mastery of Multiplication and Division: Autumn 2; Spring 2 and Summer 2

Reasoning and Mastery of Geometry: Autumn 2; Spring 2 and Summer 2

Fractions, Statistics, Fractions, Measurement are all integrated within these four main blocks

These are highlighted in Red and are essential that they are taught in that week to ensure coverage. These elements will be monitored to ensure they happen in these weeks.

	Overall Weekly outcome
	Statutory Content to be taught during specific weeks week
	Possible Enrichment activities
Target Tracker Statements in red text for Terms 1-5. Term 6 focus use missing targets within each unit	



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As part of starter activities count in steps of 6,7,9, 25 and 1 000 and also other multiplication tables that you want the children to rehearse, decimal and fraction steps ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, 10^{th} and hundredths) and steps that help children with mental calculation strategies such as 20, 25, 50 and 75. Link to linear number sequences (20, 30, 40, ?, ? : $n+20$)

It is also helpful to count in positive and negative integers across zero.

Several times a week work on telling the time with clocks and rehearsing mental calculation strategies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Reasoning and Mastery of Number Place Value		Reasoning and Mastery of Number Fractions		Reasoning and Mastery of Addition and Subtraction			
	<p>Vocabulary: Multiplicative Additive fraction vinculum, denominator, numerator, equivalence fraction vinculum, denominator, numerator, equivalence</p> <p style="text-align: center;">Mental Arithmetic Focus Addition.</p> <p>Follow micro steps as a base guide from steps 7 to 9</p>				<p>Vocabulary: Augend for the number you have, addend for the numbers to be added, sum for the combined amounts: augend add addend equals sum Minuend for the amount you have, subtrahend for the amount subtracted and difference for the amount left: minuend subtract subtrahend equals difference</p> <p style="text-align: center;">Mental Arithmetic Focus Subtraction</p> <p>Follow Micro steps 10- 13 With no 0 place values.</p>			

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Autumn 1	Place Value Terms – positional, multiplicative, additive, base10	Link to measurement - practical activities with mass capacity & vice versa	Fractions – whole part relationships (birds and faces see mastery document), link to division.	Fractions-	Mental Calculation –	Written methods	Written methods for addition and subtraction,	Mastery Week
	Place Value of 4 digit numbers to 10,000 including tenths	Ordering and comparing number beyond 1000 up to 10,000 Including rounding to nearest 10, 100 and 1000	Problem solving using bar model throughout Focus larger denominators for example proving the size of a fractions compared to another.	Add and subtract fractions with the same denominator with larger denominators.	Use of partitioning, , number pairs, addition of multiples of 10 Known number facts, counting on and counting back using addition and subtraction	addition and subtraction, whole numbers, subtraction to check and vice versa	Find totals and differences of measures of length, cm mass kg and g, capacity , l and ml, practical activities (sand), time, money and problem solving	Continue with addition and subtraction within different contexts – those not used in the previous week
	Counting back and forward in 6s and 7s	Counting back and forward in 6s and 7s		Problem solving using bar model throughout	Time differences and durations with 12 and 24 hour time	Linking to money Bar charts, finding totals and differences Presenting of bar charts		Also use the context of statistics
	Revisit: How many days in each month Rhyme	Greater than, less than, equals, rounding	Take each fraction one at a time and explore that fraction of numbers, quantities and shapes (where shapes have fractions shown that are not the same shape) at the same time. Look at equivalences between halves, quarters and eighths.		Presenting of bar charts Perimeter and its formula			
	Use Place value and known facts to secure facts about multiplying by 0 and 1; divided by 1 and 0				Missing whole number problems This may go over a two week block			
	0 as a place holder							
	Grids & Digit cards Gattegno charts Zero as place holder (rather than saying add a zero.)							

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<p>Target Tracker Statements</p>	<p><u>Number place Value</u></p> <p>I can recognise the place value of each digit in a four digit number thousands, tens and ones.</p> <p>I can find 1000 more or less than a given number</p> <p><u>Multiplication and Division</u></p> <p>I can use place value and number facts to multiply and divide mentally including x by 1 and 0</p> <p>I can recall times table facts up to 12 x 12</p>	<p><u>Number Place Value</u></p> <p>I can order and compare numbers beyond 1000</p> <p>I can round numbers to the nearest to the nearest 10 100 or 1000</p>	<p><u>Fractions</u></p> <p>I can recognise and show, using diagrams, families of common equivalent fractions.</p> <p>I can count up and down in hundredths.</p> <p>I can find and write decimal equivalences of $\frac{1}{4}$ $\frac{1}{2}$ and $\frac{3}{4}$</p>	<p><u>Fractions</u></p> <p>I can find and write decimal equivalences of any number of tenths and hundredths.</p> <p>I can find and write decimal equivalences of $\frac{1}{4}$ $\frac{1}{2}$ and $\frac{3}{4}$</p> <p>I can recognise and show, using diagrams, families of common equivalent fractions.</p>	<p><u>Number and Place Value</u></p> <p>I can find 1000 more and or less of a given number</p> <p><u>Addition and Subtraction</u></p> <p>I can solve two step problems using different methods and explain why I used them</p> <p><u>Measurement</u></p> <p>I can read, write and compare time differences between analogue and digital clocks</p> <p>I can present discrete and continuous data using appropriate graphical methods including bar charts and time graphs</p>	<p><u>Addition and Subtraction</u></p> <p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p><u>Measurement</u></p> <p>I can estimate, compare and calculate different measures including money in pounds and pence.</p> <p><u>Statistics</u></p> <p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms tables and other graphs</p>	<p><u>Addition and Subtraction</u></p> <p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p>I can solve two step addition and subtraction problems using different methods and explain why I used them.</p> <p><u>Measurement</u></p> <p>I can read, write and compare time differences between analogue and digital clocks</p>	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Multiplication and Division				Reasoning and Mastery of Geometry			
Autumn 2	<p style="text-align: center;">Vocabulary: Multiplicand for the number you have, multiplier for the amount of times you have it and product for the total: multiplicand multiplied by multiplier equals product Dividend for the amount you have, divisor for the number of groups you are taking away and quotient for how many groups you make: dividend divided by divisor equals quotient</p> <p style="text-align: center;">Mental Arithmetic Focus: Multiplication</p> <p style="text-align: center;">Follow micro steps as a base guide from steps 7 to 9</p>				<p style="text-align: center;">Vocabulary: Names of shapes; Symmetry reflectional symmetry, translational symmetry prism, angles, acute obtuse reflex straight angle, full rotation, Plane, viewpoint, orientation,</p> <p style="text-align: center;">Mental Arithmetic Focus Division</p> <p style="text-align: center;">Follow micro steps as a guide from steps 6 to 9</p>			

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<p>Mental calculation strategies Multiplication and division:</p>	<p>Working towards the written methods:</p>	<p>Written methods with reasoning for division and multiplication as the inverse:</p>	<p>Rehearse mental and written methods:</p>	<p>Scaling of parts Visuals: (Bar modelling)</p>	<p>2D and 3d Shape:</p>	<p>3D shape using manipulatives (Nets) to make, cube, cuboid, and triangular prisms only:</p>	<p>Coordinates:</p>
<p>Partitioning of multiples and dividends ($93 \div 4 = 80 + 13$ then 80 by 4 and 13 by 4) doubling and doubling, halving and halving, x by 5 and 10 and halving, \div by 5 and \div by 10 and doubling by 20 by x10 and double \div 20 by \div 10 and halving, x by 15, x by 10, halve and add, using known facts, and factor pairs</p> <p>Use of distributive law Grouping Bar model problems, E.g. Sam had 23 cars, Tom had 5 times as many. How many more did Tom have? Link with converting units of time. Missing number problems linking to algebra</p>	<p>Make arrays using Dienes and place value counters for 3 digit multiplication by single digit and link to grid method. Use of estimation Link this to division using the array, for example, 1 $365 \times 3 = 4\ 095$, so $4\ 095 \div 365 = 3$ and link to 4 $095 \div 3 = 365$.</p> <p>Link to measures perimeter 245ml juice in a jug, how much in 3 jugs?</p>	<p>Use manipulatives for 3 digits by single digit. Record as horizontal number statement. Checking using multiplication. Word problems that have remainders and the children need to decide what to do, e.g. 176 goldfish put in bowls, 5 in each. How many bowls needed?</p>	<p>problem solving with a main focus on division and multiplication but can include + and - within different contexts</p> <p>Money Measure</p>	<p>Scaling up and scaling down. Link to doubling and fractions. Link this to basic ratio. Integer Problems involving Scaling</p> <p>Work within the context of measure – half as much, 4 times as much, a fifth of the size etc.</p> <p>Remember Recipes is a Y3 element so best to think further from that point so we are not replicating.</p>	<p>Revisit briefly about naming of key angle terms in a variety of shapes link back to Y3 expectation. Compare and classify shapes according to properties, including symmetry and angles (acute, obtuse and right). Introduce isosceles equilateral and scalene triangles parallelogram rhombus trapezium.</p> <p>Focus on different named quadrilaterals and triangles</p>	<p>Exploring each new shape and properties and then visualizing net of cube/cuboid and triangular prisms The concept of a 3D is made up of 2D shapes. How many ways to make a cube using magnetic shapes</p> <p>Exploring which patterns make nets and which don't. Repeat net work for cuboids, prisms.</p>	<p>plotting given points to create polygons Look at movement on a grid such as left, right up and down.</p>

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Target Tracker Statements	<u>Number and place value</u>	<u>Measurement</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Properties of Shape</u>	<u>Properties of Shape</u>	<u>Properties of Shape</u>
	<p>I can count in multiples of 6,7,9. 25 and 100</p> <p><u>Measurement</u></p> <p>I can read, write and compare time differences between analogue and digital clocks</p> <p><u>Multiplication and Division</u></p> <p>I can use place value and number facts to multiply and divide mentally including x by 1 and 0</p> <p>I can recall times table facts up to 12 x 12</p> <p>Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers</p> <p>I can use factor pairs in mental calculations</p>	<p>I can measure and calculate the perimeter of a rectilinear figure</p> <p><u>Multiplication and Division</u></p> <p>I can use place value and number facts to multiply and divide mentally including x by 1 and 0</p> <p>I can recall times table facts up to 12 x 12</p> <p>I can multiply two digit and three digit numbers by a one digit number using a formal written method.</p> <p><u>Number and Place value</u></p> <p>I can multiply two digit and three digit numbers by a one digit number using a formal written method.</p> <p><u>Number and Place value</u></p> <p>I can solve number and practical problems that involve large positive numbers</p> <p>I can identify, represent and estimate numbers, including measures using different representations</p>	<p>I can use place value and number facts to multiply and divide mentally including x by 1 and 0</p> <p>I can recall times table facts up to 12 x 12</p> <p>I can multiply two digit and three digit numbers by a one digit number using a formal written method.</p> <p><u>Number and Place value</u></p> <p>I can solve number and practical problems that involve large positive numbers</p> <p>I can identify, represent and estimate numbers, including measures using different representations</p> <p><u>Measurement</u></p> <p>I can estimate, compare and calculate different measures including money in pounds and pence</p>	<p>I can use place value and number facts to multiply and divide mentally including x by 1 and 0</p> <p>I can recall times table facts up to 12 x 12</p> <p>I can multiply two digit and three digit numbers by a one digit number using a formal written method.</p> <p><u>Number and Place value</u></p> <p>I can solve number and practical problems that involve large positive numbers</p> <p>I can identify, represent and estimate numbers, including measures using different representations</p> <p><u>Measurement</u></p> <p>I can estimate, compare and calculate different measures including money in pounds and pence</p>	<p>Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers, integer scaling problems and harder correspondence.</p> <p>I can recall times table facts up to 12 x 12</p> <p><u>Fractions</u></p> <p>I can find and write decimal equivalences to $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{2}{3}$</p> <p><u>Number and place value</u></p> <p>I can recognise the place value of each digit of a 4 digit number.</p>	<p>I can compare and classify geometric shapes including quadrilaterals and triangles, based on their properties.</p> <p>I can identify acute and obtuse. I can compare and order angles up to two right angles in size.</p> <p>I can identify lines of symmetry in 2-d shapes presented in different orientations.</p> <p>I can complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>I can use line symmetry with two lines of symmetry.</p>	<p>I can compare and classify geometric shapes including quadrilaterals and triangles, based on their properties.</p> <p>I can identify acute and obtuse. I can compare and order angles up to two right angles in size.</p>	<p>I can compare and classify geometric shapes including quadrilaterals and triangles, based on their properties.</p> <p>I can identify acute and obtuse. I can compare and order angles up to two right angles in size.</p> <p><u>Position and direction</u></p> <p>I can plot points on a 2d grid as coordinates in the first quadrant.</p> <p>I can plot points I am given and draw sides to complete a given polygon.</p> <p>I can describe movements between positions as translations of a given unit to the left/right and up/down.</p>

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Number Place Value		Reasoning and Mastery of Number Fractions		Reasoning and Mastery of Addition and Subtraction			
Spring 1	<p style="text-align: center;">Vocabulary: Multiplicative Additive fraction vinculum, denominator, numerator, equivalence fraction vinculum, denominator, numerator, equivalence</p> <p style="text-align: center;">Mental Arithmetic Focus Addition</p> <p style="text-align: center;">Follow micro steps as a base guide from steps 9 to 12</p>				<p style="text-align: center;">Vocabulary: Augend for the number you have, addend for the numbers to be added, sum for the combined amounts: augend add addend equals sum Minuend for the amount you have, subtrahend for the amount subtracted and difference for the amount left: minuend subtract subtrahend equals difference</p> <p style="text-align: center;">Mental Arithmetic Focus Subtraction.</p> <p style="text-align: center;">Follow Micro steps 12- 15 With no 0 place values</p>			

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Spring 1	Place Value as in term 1 Continuation from week 1 term 1	Negative numbers:	Fractions, equivalences relating to decimals Visual	Fractions, equivalences and decimals	Mental calculation strategies as in Term 1:	Continue with mental calculation strategies	Written calculation methods for addition and subtraction,	Assessment, reinforcement, rehearsal etc. of what has been covered so far
	Place value of numbers greater than 1000 including 100ths building on from 10ths in term 1 and in Year 3 linking to algebra	To recognise negative numbers in the context of temperature on different scales	Finding equivalences between $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ using strips of paper, counting in fractional steps and link this to improper fractions and mixed numbers – e.g. $\frac{1}{2}$, 1 , $1\frac{1}{2}$, 2 , $\frac{1}{2}$, how many halves?	Finding equivalents between different fractions and decimals, linking to 10ths and 100s Dividing a two digit numbers by 10 and 100 with a focus on place value.	Mental calculations using Bar modelling picking up on any misconceptions first from term 1, linking to time differences and durations	This may not need to be a whole week focus on the mastery of mental calculations then move to week 7	multi-step problems linking to money (100^{th}), Bar charts Presenting of bar charts	If needed for whole week
	Counting back and forward in 9s	Counting back and forward in 25s	Problem solving with fractions using the bar model Money and Measure Problems	particularly those relating to multiplication facts and tenths and hundredths within contexts	Perimeter of regular (with formula) and irregular shapes including compound shapes formula) and irregular shapes including compound shapes			
	10 more and 10 less than a given number to be included.	Revise Roman numerals to 10 and move onto 50		12 and $\frac{4}{16}$ $1s = 12\frac{1}{4}$				
	Also include algebra: finding pairs of numbers that satisfy an equation with two unknowns, e.g. $a + b = 148$	Counting back through zero into negative numbers						
	$a - 36 = b$ Solving missing number problems and linking to algebra							

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Target Tracker Statements	<u>Number place Value</u>	<u>Number and Place Value</u>	<u>Fractions</u>	<u>Fractions</u>	<u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>	
<p>I can recognise the place value of each digit in a four digit number thousands, tens and ones.</p> <p>I can solve number and problems that involve large numbers</p> <p>I can find 1000 more or less than a given number</p> <p><u>Addition and Subtraction</u></p> <p>I can solve two step addition and subtraction problems using different methods and explain why I used them.</p>	<p>I can recognise the place value of each digit in a four digit number thousands, tens and ones.</p> <p>I can solve number and problems that involve large numbers</p> <p>I can find 1000 more or less than a given number</p> <p><u>Addition and Subtraction</u></p> <p>I can solve two step addition and subtraction problems using different methods and explain why I used them.</p>	<p>I can count backwards through 0 to include negative numbers</p> <p>I can read Roman numerals up to 100 and know that the number system has changed to include 0 as a place holder</p> <p><u>Measure</u></p> <p>I can convert between different units of measurement</p>	<p>I can count upwards and downwards in hundredths and know that dividing an object by 100 creates hundredths as does dividing by ten create 10ths.</p> <p>I can find and write decimal equivalences of any number of tenths and hundredths.</p> <p>I can find and write decimal equivalences of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$</p> <p>I can find and write decimal equivalences to $\frac{1}{10}$ths and $\frac{100}{100}$ths</p> <p>I can recognise and show, using diagrams, families of common equivalent fractions.</p> <p>I can solve simple money and measure problems involving fractions and decimals with up to two decimal places.</p>	<p>I can find and write decimal equivalences of any number of tenths and hundredths.</p> <p>I can find and write decimal equivalences of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$</p> <p>I can recognise and show, using diagrams, families of common equivalent fractions.</p> <p>I can solve simple money and measure problems involving fractions and decimals with up to two decimal places.</p> <p>I can compare numbers with the same number of decimal places up to 2 DP</p>	<p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p><u>Measurement</u></p> <p>I can solve problems where I need to convert units of time</p> <p>I can read and write and compare time between analogue and digital 12 our clocks</p> <p>I can measure and calculate the perimeter of a rectilinear figure</p>	<p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p><u>Measurement</u></p> <p>I can solve problems where I need to convert units of time</p> <p>I can read and write and compare time between analogue and digital 12 our clocks</p> <p>I can measure and calculate the perimeter of a rectilinear figure</p>	<p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p>I can solve two step addition and subtraction problems.</p> <p><u>Statistics</u></p> <p>I can solve comparison, sum and difference problems using information presented in bar charts</p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs</p>	



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	Reasoning and Mastery of Multiplication and Division						Reasoning and Mastery of Geometry	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring 2	<p style="text-align: center;">Vocabulary: Multiplicand for the number you have, multiplier for the amount of times you have it and product for the total: multiplicand multiplied by multiplier equals product Dividend for the amount you have, divisor for the number of groups you are taking away and quotient for how many groups you make: dividend divided by divisor equals quotient</p> <p style="text-align: center;">Mental Arithmetic Focus Multiplication</p> <p style="text-align: center;">Follow micro steps as a base guide from steps 9 to 12</p>				<p style="text-align: center;">Vocabulary: Names of shapes; Symmetry reflectional symmetry, translational symmetry prism, angles, acute obtuse reflex straight angle, full rotation, Plane, viewpoint, orientation,</p> <p style="text-align: center;">Mental Arithmetic Focus Division.</p> <p style="text-align: center;">Follow micro steps as a base guide from steps 6 to 9</p>			

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Spring 2	<p>Mental Calculation as in term 2</p> <p>Mental calculations relating to multiplication</p> <p>Also include common factors and multiples plus finding pairs of numbers that satisfy an equation with two unknowns, e.g. $a \times 12 = b$, $a \times b = 48$</p> <p>Areas of composite shapes</p>	<p>Continue with mental calculation strategies</p> <p>Mental Calculations relating to division and multiplication</p>	<p>Written methods for multiplication</p> <p>Using – arrays – grid method – short method hand in hand to support each other visually</p> <p>Division as a check for the multiplication</p> <p>Statistics- pictograms and bar graphs with symbols and divisions with multiples of 3 and 6, 4 and 8 etc.</p> <p>Presenting bar charts</p>	<p>Written Division using manipulatives</p> <p>Short division with visual supporting</p> <p>setting out the dividend using place value counters and Dienes – how many groups of the divisor can they make out of the positional digit –see planning document</p>	<p>Multiplication and division</p> <p>problem solving and different contexts</p> <p>Measurements</p> <p>Converting between units.</p>	<p>Scaling up and scaling down as in term 2 focus on number</p> <p>Scaling common factors and multiples Factor and multiple investigations.</p> <p>Problems involving scaling of integers.</p>	<p>Consolidation of Term 2 Angles and length</p> <p>Finding missing numbers and angles in shapes</p> <p>Ordering angles including within regular and irregular shapes</p>	<p>Consolidation of Term 2</p> <p>Include Simple symmetric figures including symmetry where the shape does not run through a shape over two quadrants by use of squares as a way of finding the symmetrical facsimile</p>

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Target Tracker Statements	<u>Number and place value</u>	<u>Number and place value</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Properties of Shape</u>	<u>Properties of Shape</u>
I can count in multiples of 6, 7, 9, 25 and 100	I can count in multiples of 6, 7, 9, 25 and 100	I can count in multiples of 6, 7, 9, 25 and 100	I can use place value and number facts to multiply and divide mentally including x by 1 and 0	Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers, integer scaling problems and harder correspondence.	Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers, integer scaling problems and harder correspondence.	Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers, integer scaling problems and harder correspondence.	I can identify acute and obtuse. I can compare and order angles up to two right angles in size.	I can use line symmetry with two lines of symmetry
<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>		
I can use place value and number facts to multiply and divide mentally including x by 1 and 0	I can use place value and number facts to multiply and divide mentally including x by 1 and 0	I can use place value and number facts to multiply and divide mentally including x by 1 and 0	I can recall times table facts up to 12 x 12	I can recall times table facts up to 12 x 12	I can recall times table facts up to 12 x 12	I can recall times table facts up to 12 x 12	I can identify lines of symmetry in 2-d shapes presented in different orientations.	
I can recall times table facts up to 12 x 12	I can recall times table facts up to 12 x 12	I can recall times table facts up to 12 x 12	I can multiply two digit and three digit numbers by a one digit number using a formal written method.	I can recall times table facts up to 12 x 12	I can multiply two digit and three digit numbers by a one digit number using a formal written method.			
I can solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers	Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers	Solve problems involving multiplying and adding, including distributive law to multiply two digit numbers by one digit numbers	<u>Number and Place value</u>	<u>Fractions</u>	<u>Measurement</u>			
I can use factor pairs in mental calculation	I can use factor pairs in mental calculation	I can use factor pairs in mental calculation	I can solve number and practical problems that involve large positive numbers	I can find and write decimal equivalences to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{2}{3}$	I can convert different units of measurement			
<u>Measures</u>			<u>Statistics</u>	<u>Number and place value</u>				
I can find the area of rectilinear shapes by counting squares			I can solve comparison, sum and difference problems using information presented in bar charts	I can recognise the place value of each digit of a 4 digit number.				
			I can interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs					

Central Park Medium Term Overview: Year 4



	Reasoning and Mastery of Number Place Value		Reasoning and Mastery of Number Fractions		Reasoning and Mastery of Addition and Subtraction			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer 1	<p>Vocabulary:</p> <p>Multiplicative Additive fraction vinculum, denominator, numerator, equivalence</p> <p>fraction vinculum, denominator, numerator, equivalence</p> <p>Mental Arithmetic Focus</p> <p>Addition</p> <p>Follow micro steps as a base guide from steps 12 to 17</p>				<p>Vocabulary:</p> <p>Augend for the number you have, addend for the numbers to be added, sum for the combined amounts: augend add addend equals sum</p> <p>Minuend for the amount you have, subtrahend for the amount subtracted and difference for the amount left: minuend subtract subtrahend equals difference</p> <p>Mental Arithmetic Focus</p> <p>Subtraction</p> <p>Follow Micro steps 14- 18 With no 0 place values</p>			

Central Park Medium Term Overview: Year 4

Summer 1	<p>Roman Numerals</p> <p>Read roman numerals up to 100</p> <p>Counting back and forward in 100s from different starting points.</p> <p>Children need to know that the numerical system has changed over time including the introduction of zero as a place holder.</p> <p>including with clocks and problem solving solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>Place Value progression as in Term 1 and 3</p> <p>Enrichment activities involving Ordering and comparing numbers greater than 1000 including decimals up to 100ths which should include all skills taught in Y4</p> <p>Link to measurement- practical activities with mass capacity & vice versa Ordering and comparing, Greater than, less than, equals</p>	<p>Fractions Addition and subtraction</p> <p>Adding and subtracting with the same denominator Bringing in decimal equivalences (0.25,0.5,0.75) through the context of measure</p> <p>Rounding to whole numbers from 1DP</p>	<p>Continue with fractions and decimals,</p> <p>Rounding one decimal place to the nearest whole number and solving money and measure problems with fractions and decimal places up to 2DP</p> <p>Enrichment activity to use skills of Year 4 fractions elements.</p> <p>Money related</p>	<p>Consolidation of mental Calculations and visuals</p> <p>Mental calculation strategies</p> <p>within different contexts, including time</p> <p>Rounding whole numbers to 1000 to 10 100 and 100</p>	<p>Consolidation of mental calculation strategies</p> <p>Mental Calculation strategies within different contexts, including time and multi-step problems</p>	<p>Written methods Consolidation of written methods within different contexts</p> <p>Use of all written methods</p> <p>Link to Fractions and statistics</p> <p>Distributive law</p>	<p>Written methods Consolidation of written methods within different contexts</p> <p>Use of all written methods</p> <p>Measures and problem solving</p> <p>Problem solving n objects are connected to m objects</p>
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Central Park Medium Term Overview: Year 4

Target Tracker Statements	<u>Number place Value</u>	<u>Number and Place Value</u>	<u>Fractions</u>	<u>Fractions</u>	<u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>	<u>Addition and Subtraction</u>	
	<p>I can recognise the place value of each digit in a four digit number thousands, tens and ones.</p> <p>I can solve number and problems that involve large numbers</p> <p>I can find 1000 more or less than a given number</p> <p><u>Addition and Subtraction</u></p> <p>I can solve two step addition and subtraction problems using different methods and explain why I used them.</p> <p><u>Measurement</u></p> <p>I can convert different units of measurement</p> <p>I can find the area of rectilinear shapes</p>	<p>I can read Roman numerals up to 100 and know that the number system has changed to include 0 as a place holder</p> <p><u>Measurement</u></p> <p>I can solve problems where I need to convert units of time.</p> <p><u>Addition and Subtraction</u></p> <p>I can solve number and practical problems that involve larger numbers</p>	<p>I can add and subtract fractions with the same denominator</p> <p>I can solve problems involving fractions to calculate quantities and fractions to divide quantities.</p>	<p>I can round decimals to the nearest whole number</p> <p>I can find and write decimal equivalences of any number of tenths and hundredths.</p> <p>I can find and write decimal equivalences to 1/0ths and 100/th</p> <p>I can solve simple money and measure problems involving fractions and decimals with up to two decimal places.</p> <p>I can compare numbers with the same number of decimal places up to 2 DP</p>	<p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p><u>Measurement</u></p> <p>I can solve problems where I need to convert units of time</p> <p>I can read and write and compare time between analogue and digital 12 our clocks</p>	<p>I can Subtract numbers with up to 4 digits using the formal column method.</p> <p>I can use estimating and invers operations to check my answers.</p> <p>I can solve problems involving multiplication and addition</p> <p><u>Measurement</u></p> <p>I can solve problems where I need to convert units of time</p> <p>I can read and write and compare time between analogue and digital 12 our clocks</p>	<p>I can add numbers with up to 4 digits using the formal column method.</p> <p>I can solve problems involving multiplication and addition</p> <p><u>Fractions</u></p> <p>I can solve simple money and measure problems involving fractions and decimals with up to two decimal places</p> <p><u>Statistics</u></p> <p>I can solve comparison, sum and difference problems using information presented in a time graph</p>	

Central Park Medium Term Overview: Year 4



	Reasoning and Mastery of Multiplication and Division					Reasoning and Mastery of Geometry		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Summer 2	<p style="text-align: center;">Vocabulary: Multiplicand for the number you have, multiplier for the amount of times you have it and product for the total: multiplicand multiplied by multiplier equals product Dividend for the amount you have, divisor for the number of groups you are taking away and quotient for how many groups you make: dividend divided by divisor equals quotient</p> <p style="text-align: center;">Mental Arithmetic Focus Multiplication</p> <p style="text-align: center;">Follow micro steps as a base guide from steps 13 to 15</p>					<p style="text-align: center;">Vocabulary: Names of shapes; Symmetry reflectional symmetry, translational symmetry prism, angles, acute obtuse reflex straight angle, full rotation, Plane, viewpoint, orientation,</p> <p style="text-align: center;">Mental Arithmetic Focus Division</p> <p style="text-align: center;">Follow micro steps as a base guide from steps 10 to 14 with 0s in the quotient.</p>		

Central Park Medium Term Overview: Year 4

Summer 2	Mental calculation strategies as Terms 2 and 4	Continue with mental calculation	Written calculation	Written calculation	Scaling up and scaling down	Consolidation of 3D and 2D shape including problem solving	Consolidation of coordinates, symmetry,	Assessment, reinforcement, rehearsal etc. of what has been covered over the term.
	<p>Follow term 2 and 4 to accelerate key children to Secure.</p> <p>Enrichment activity: Project work build something?</p>	<p>Follow term 2 and 4 to accelerate key children to Secure.</p> <p>within different contexts such as Area</p> <p>Enrichment activity: Project work build something</p>	<p>multiplication as Term 4 with division as a check within different contexts</p> <p>Enrichment activity: Summer fete organisation of products and ordering</p>	<p>division as Term 4 with multiplication as a check within different contexts</p> <p>Enrichment activity: Summer fete pricing and focasting?</p>	<p>Scaling elements from term 5. such as making drinks or capacity linking to measurement</p> <p>Enrichment activity: Real life maths Ratio?</p>	<p>Viewing shapes from other orientations introduce recognizing 3D shapes in a 2d representation</p> <p>Real life shape building using cubes</p> <p>Enrichment activity: Model building</p>	<p>Introduce reflections by linking it to symmetry including within shapes such as a rhombus parallelogram and trapezium with a link on reasoning skills.</p> <p>Elements from 2 and 4</p> <p>Enrichment Activity: Translational symmetry through art</p>	<p>Gap Analysis from year's objectives looking towards year 5 objectives.</p>