



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: THIRTEEN**

| LESSON | TOPIC                         | OBJECTIVES  |
|--------|-------------------------------|---|
| 1      | Place value                   | To recap the place value of digits within 3 and 4 digit numbers.  |
| 2      | Problem solving               | To read and understand mathematical language in order to know which operation is required to complete a calculation.<br>To apply a variety of mathematical skills already learnt. |
| 3      | Counting in 25s, 50s and 100s | To understand and apply number patterns.  |
| 4      | Addition                      | To add multiples of 10 and 100 to larger numbers.   |
| 5      | Addition                      | As above.   |
| 6      | Addition                      | As above.   |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: FOURTEEN**

| LESSON | TOPIC       | OBJECTIVES  |
|--------|-------------|---|
| 1      | Subtraction | To apply different methods for place value subtraction and to establish which method is most comfortable. |
| 2      | Subtraction | As above.   |
| 3      | Subtraction | As above  |
| 4      | Subtraction | As above  |
| 5      | Subtraction | As above.   |
| 6      | Subtraction | As above.   |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: FIFTEEN**

| LESSON | TOPIC                  | OBJECTIVES  |
|--------|------------------------|---|
| 1      | Subtraction            | To consolidate subtraction methods.   |
| 2      | Multiplication         | To address multiplication calculations from left to right, using the expanded or 'ladder' method. |
| 3      | Multiplication         | As above.   |
| 4      | Multiplication         | To use the grid method for multiplication calculations involving money.                           |
| 5      | Adding and subtraction | To estimate combinations of additions and to check estimate against correct value.                |
| 6      | Adding and subtraction | As above.   |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: SIXTEEN**

| LESSON | TOPIC                            | OBJECTIVES  |
|--------|----------------------------------|---|
| 1      | Multiplication function machines | To understand that a function machine means that you use the same calculation for all numbers and to realise that function machines can be used with all calculations.<br>To be able to work with calculations in a different format or layout. |
| 2      | Multiplication and division      | To consolidate multiplication methods.  |
| 3      | Fractions                        | To find fractions of numbers.<br>To understand that fractions can be calculated using multiplication and division.  |
| 4      | Fractions                        | As above.   |
| 5      | Fractions                        | As above.   |
| 6      | Equivalent fractions             | To understand that although some fractions contain different numbers, they can represent the same amount of a shape or number.  |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: SEVENTEEN**

| LESSON | TOPIC                     | OBJECTIVES   |
|--------|---------------------------|--|
| 1      | Equivalent fractions      | To be able to recognize and calculate equivalent fractions.<br>To make a connection between the numerator and the denominator of equivalent fractions.       |
| 2      | Simplifying fractions     | To understand how to reduce a fraction to its simplest form by dividing the numerator and the denominator by the same number.                                |
| 3      | Names of angles           | To recognise angles larger and smaller than $90^\circ$ and to be able to classify the angle.<br>To understand that the angle of a full turn is $360^\circ$ . |
| 4      | Properties of 2D polygons | To increase mathematical vocabulary with an understanding of the terms <b><i>parallel</i></b> and <b><i>perpendicular</i></b> .                              |
| 5      | Properties of 2D polygons | As above.  |
| 6      | Properties of shapes      | To be able to apply new mathematical vocabulary to describing shapes.  |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: EIGHTEEN**

| LESSON | TOPIC                     | OBJECTIVES  |
|--------|---------------------------|---|
| 1      | Properties of 2D polygons | To be able to draw 2D shapes with specific properties and to apply mathematical vocabulary to them.                                     |
| 2      | Symmetry                  | To look at a shape and to identify any lines of symmetry.<br>To understand the connection between symmetry and mirror reflection.       |
| 3      | Division                  | To divide a 2 or 3-digit number by a 1 digit number by 'chunking'.<br>To understand the connection between division and multiplication. |
| 4      | Division                  | As above.   |
| 5      | Division                  | As above.   |
| 6      | Division                  | As above.   |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: NINETEEN**

| LESSON | TOPIC    | OBJECTIVES   |
|--------|----------|--|
| 1      | Division | To become confident with the chunking method for division.   |
| 2      | Factors  | To understand the meaning of the word factor and to realise that there must be two or more factors to each divisible number.<br>To recognise the connection between division and multiplication. |
| 3      | Factors  | As above.  |
| 4      | Factors  | As above.  |
| 5      | Division | As above.  |
| 6      | Division | As above.  |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: TWENTY**

| LESSON | TOPIC                     | OBJECTIVES  |
|--------|---------------------------|---|
| 1      | Subtraction with decimals | To use English money for working and subtracting with decimals.<br>To understand that any digit to the left of the decimal point is a whole number and that any digit to the right of the decimal point is a part of the whole. |
| 2      | Subtraction with decimals | As above.   |
| 3      | Place values of decimals  | To understand that decimals, like fractions, are parts of a whole.<br>To be able to work with decimals on a number line.  |
| 4      | Place values of decimals  | As above.   |
| 5      | Place values of decimals  | As above.   |
| 6      | Place values of decimals  | As above.   |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: TWENTY-ONE**

| LESSON | TOPIC                        | OBJECTIVES  |
|--------|------------------------------|---|
| 1      | Investigation                | To be able to follow instructions and establish an outcome.<br>To find a pattern by repeating a calculation, using different numbers each time. |
| 2      | Column method of addition    | To revise column addition and to become familiar with the written method of addition.   |
| 3      | Column method of addition    | As above.   |
| 4      | Addition of multiple numbers | To be able to add several numbers together, with a variety of digits, using the column method.  |
| 5      | Addition of multiple numbers | As above.   |
| 6      | Addition of multiple numbers | As above.   |



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: TWO**

**STEP: TWENTY-TWO**

| LESSON | TOPIC                     | OBJECTIVES   |
|--------|---------------------------|--|
| 1      | Subtraction with decimals | To subtract numbers involving decimals using the column method and regrouping if necessary.                                    |
| 2      | Subtraction with decimals | To subtract numbers involving decimals using an appropriate method, using column subtraction and regrouping only if necessary. |
| 3      | Subtraction               | To become more confident with subtraction and regrouping using the column method.  |
| 4      | Subtraction               | As above.  |
| 5      | Subtraction               | To become more confident with subtraction and regrouping using the column method.  |
| 6      | Subtraction               | As above.  |



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**YEAR: FOUR**

**PART: TWO**

**STEP: TWENTY-THREE**

| LESSON | TOPIC                           | OBJECTIVES  |
|--------|---------------------------------|---|
| 1      | 24 hour time                    | To be familiar with and able to convert between digital and analog times within the 24 hour clock.                    |
| 2      | 24 hour time                    | As above.   |
| 3      | Time – addition and subtraction | To be able to add and subtract with time using the Frog method.<br>To remember that there are 60 minutes in one hour. |
| 4      | Time – addition and subtraction | As above.   |
| 5      | Perimeter                       | To implement various mathematical strategies in order to find the perimeter of irregular shapes.                      |
| 6      | Perimeter                       | As above.   |



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**PART: TWO**

**STEP: TWENTY-FOUR**

| LESSON | TOPIC              | OBJECTIVES  |
|--------|--------------------|---|
| 1      | Perimeter          | To be able to use mathematical strategies to find missing measurements of shapes made from joined rectangles.<br>To calculate perimeters of shapes. |
| 2      | Place value        | To recall the place value of digits in a 4 digit number.  |
| 3      | Column subtraction | To revise subtraction using the column method.  |
| 4      | Column subtraction | As above.   |
| 5      | Column subtraction | As above.   |
| 6      | Column subtraction | As above.   |