



**SUBJECT: MATHS**

**YEAR: FOUR**

**PART: ONE**

**STEP: ONE**

| LESSON | TOPIC                   | OBJECTIVES   |
|--------|-------------------------|--|
| 1      | Bonds to 100s           | To work out strategies for finding missing numbers.<br>To make a connection between addition and subtraction within mathematical sentences.  |
| 2      | Bonds to 100s           | As above.  |
| 3      | Bonds to 100s           | As above.  |
| 4      | Four digit numbers      | To understand the connection between the calculations of 3 digit numbers and be able to ignore the thousands digit whilst working out the sum.<br>To gain confidence in an ability to work mathematically with larger numbers. |
| 5      | Subtraction             | To reinforce the method of counting up to find the answer to a subtraction sum.<br>To apply knowledge of methods already learnt.   |
| 6      | Adding multiple numbers | To understand how we can simplify calculations involving multiples of 10 and 100.<br>To gain confidence in applying strategies for calculating larger numbers.   |



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**PART: ONE**

**STEP: TWO**

| LESSON | TOPIC                             | OBJECTIVES  |
|--------|-----------------------------------|---|
| 1      | Adding multiple numbers           | To be able to add multiples of ten by simplifying and using single digits only.<br>To understand when it is possible to use the method of ignoring zeros as part of a calculation and then to add them to the answer later. |
| 2      | Adding multiple numbers           | To revise counting on strategies learnt so far.   |
| 3      | Place value of four digit numbers | To be able to work with numbers in both written and numeral form.<br>To recognize value of digits in four digit numbers.  |
| 4      | Place value of four digit numbers | As above.   |
| 5      | Place value                       | To identify specific digits within a number and be able to work with those digits.<br>To recognize the value of place within a number.  |
| 6      | Place value                       | As above.   |



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**PART: ONE**

**STEP: THREE**

| LESSON | TOPIC                    | OBJECTIVES   |
|--------|--------------------------|--|
| 1      | Place value              | To understand that the value of a digit depends upon where it is situated within a number.<br>To recognize the different values of digits in four digit numbers.                               |
| 2      | Place value              | To use the visual aids to determine which number is identified on the line.<br>To be able to work with accuracy on some numbers, but to be able to make a sensible estimate for other numbers. |
| 3      | Adding two digit numbers | To calculate simple addition sums and to be able to simplify the calculation if we are able to do so.  |
| 4      | Multiple numbers         | To apply different strategies to mathematical calculations.  |
| 5      | Subtraction              | To apply two different methods to subtraction calculations.<br>To establish which method is most efficient or appropriate to use.  |
| 6      | Subtraction              | To apply the preferred subtraction method.   |



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**PART: ONE**

**STEP: FOUR**

| LESSON | TOPIC              | OBJECTIVES   |
|--------|--------------------|--|
| 1      | Subtraction        | To be able to subtract by counting backwards in tens and units.<br>To subtract using larger numbers.   |
| 2      | Multiplication X 6 | To be confident in using the 6 times table and to know when to multiply or divide to work out missing numbers.<br>To apply the 6 times table to random questions and problems. |
| 3      | Multiplication X 6 | As above.  |
| 4      | Multiplication X 9 | To be confident in using the 9 times table and to know when to multiply or divide to work out missing numbers.<br>To apply the 9 times table to random questions and problems. |
| 5      | Multiplication X 9 | As above.  |
| 6      | Multiplication     | To be able to apply knowledge of times tables.<br>To be able to move between random multiplication tables to answer calculations.  |



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**STEP: FIVE**

| LESSON | TOPIC                                | OBJECTIVES  |
|--------|--------------------------------------|---|
| 1      | Multiplication using the grid method | To be able to multiply single digit numbers to two digit numbers together.<br>To be able to apply a strategy to help to speed up mental multiplication. |
| 2      | Multiplication using the grid method | To understand the concept of multiplying each digit individually.<br>To reinforce and consolidate the method of multiplication.                         |
| 3      | Fractions                            | To understand fractions in terms of division calculations.  |
| 4      | Fractions                            | As above.   |
| 5      | Time                                 | To be able to tell time to the minute.<br>To recognise time in both digital and analogue form.  |
| 6      | Time                                 | To be able to work with time and to know how long it will be to a different time.<br>To be able to work forwards and backwards with time.               |



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**STEP: SIX**

| LESSON | TOPIC                      | OBJECTIVES  |
|--------|----------------------------|---|
| 1      | Calculating time intervals | To calculate how many minutes there are between two given times.<br>To work out 'how long' by jumping forward in minutes to the next hour, then humping on again to a specified time. |
| 2      | Timetables                 | To be able to calculate how long a television programme is using a timetable.<br>To be able to interpret different information pertaining to time.                                    |
| 3      | Interpreting timetables    | To become familiar with a transport timetable.<br>To be able to interpret information on a timetable and to be able to work confidently with the timetable.                           |
| 4      | Measurement conversions    | To be able to measure accurately using both centimetres (cm) and millimetres (mm).<br>To be able to convert units of measure, involving the use of a decimal point.                   |
| 5      | Measurement conversions    | To estimate measurements.<br>To be able to convert units of measure, involving the use of a decimal point.  |
| 6      | Column addition            | To place numbers in the correct columns, according to their place value.<br>To add using the written column method.   |



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**PART: ONE**

**STEP: SEVEN**

| LESSON | TOPIC  | OBJECTIVES   |
|--------|--|--|
| 1      | Column addition  | <p>To understand that in the column addition method, only single digits are worked with at one time.</p> <p>To realise the importance of place value.</p> <p>To understand the concept of carrying over to the next column.</p> <p>To be able to add multiple large numbers.</p> |
| 2      | Column addition  | <p>To understand that only single digits are worked with at one time when using the addition column method.</p> <p>To realise the importance of place value.</p> <p>To be able to add multiple large numbers together.</p>   |
| 3      | Column subtraction <i>or</i> subtraction with regrouping | <p>To understand column subtraction, recognising the need to regroup numbers, if the bottom digit is greater than the top digit.</p> <p>To understand and apply the concept of place value.</p>  |
| 4      | Column subtraction <i>or</i> subtraction with regrouping | As above.  |
| 5      | Column subtraction <i>or</i> subtraction with regrouping | As above.  |
| 6      | Column subtraction <i>or</i> subtraction with regrouping | As above.  |



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**PART: ONE**

**STEP: EIGHT**

| LESSON | TOPIC     | OBJECTIVES  |
|--------|-----------|---|
| 1      | Doubling  | To understand that doubling means multiplying by 2.<br>To work out efficient strategies for doubling two digit numbers using partitioning, and to be able to speed up doubling calculations, both written and mental.         |
| 2      | Doubling  | As above.   |
| 3      | Halving   | To understand that halving means 'divide by 2'.<br>To work out efficient strategies for quick, easy halving.<br>To make a connection with the system of doubling and to be able to apply the same principles to halving.      |
| 4      | Halving   | As above.   |
| 5      | Fractions | To understand that fractions mean a whole shape or number divided into even sized pieces or groups.<br>To understand that the larger the denominator (the bottom number of the fraction), the smaller the size of the pieces. |
| 6      | Fractions | To compare sizes of different fractions.<br>To understand the connection between the numerator (top number) and denominator (bottom number) in fractions.<br>To recognize equivalent fractions.                               |



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**PART: ONE**

**STEP: NINE**

| LESSON | TOPIC                                 | OBJECTIVES   |
|--------|---------------------------------------|--|
| 1      | Equivalent fractions                  | To understand that different fractions can represent the same sized piece or amount.<br>To understand the relationship between the numerators and denominators of equivalent fractions.                              |
| 2      | Equivalent fractions                  | As above.  |
| 3      | Fractions and decimals                | To understand that fractions and decimals are different ways of showing part of a whole.<br>To use the visual aids to reinforce this concept.<br>To make a connection between fractions and decimals.                |
| 4      | Fractions and decimals                | As above.  |
| 5      | Fractions and decimals                | As above.  |
| 6      | Column addition of four digit numbers | To understand the importance of place value.<br>To gain confidence with the written column method for addition: to understand that only one column at a time is being worked on and that we work from left to right. |



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**PART: ONE**

**STEP: TEN**

| LESSON | TOPIC             | OBJECTIVES   |
|--------|-------------------|--|
| 1      | Addition          | To add multiple numbers.<br>To reinforce and consolidate methods learnt for addition.  |
| 2      | Addition          | As above.  |
| 3      | Addition          | As above.  |
| 4      | Addition          | As above.  |
| 5      | Weight conversion | To estimate weights of items.<br>To learn that there are 1000 g to 1 kg and to understand the relationship between grams and kilograms.<br>To apply decimals to weight measures. |
| 6      | Weight conversion | As above.  |



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**STEP: ELEVEN**

| LESSON | TOPIC         | OBJECTIVES   |
|--------|---------------|--|
| 1      | Data handling | To understand a bar graph and to be able to answer questions by finding information from it.   |
| 2      | Data handling | As above.  |
| 3      | Capacity      | To learn that there are 1000 millilitres (ml) to 1 litre (l) and thus to understand the metric system of measuring liquids.<br>To be able to convert millilitres to litres and vice versa, using decimals.<br>To make a connection between capacity and weight, in terms of how we convert between ml and l, g and kg. |
| 4      | Capacity      | As above.  |
| 5      | Capacity      | As above.  |
| 6      | Capacity      | As above.  |



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**PART: ONE**

**STEP: TWELVE**

| LESSON | TOPIC       | OBJECTIVES  |
|--------|-------------|---|
| 1      | Capacity    | To be able to answer word problems about capacity.<br>To gain confidence when working with calculations involving liquids.                                    |
| 2      | Rounding    | To recognize when to round a number up or down.<br>To learn to round four digit numbers.<br>To be able to estimate answers to calculations, using rounding.   |
| 3      | Rounding    | As above.   |
| 4      | Subtraction | To subtract using the column method.<br>To recap how to subtract by regrouping from columns to the left when necessary.<br>To subtract by counting backwards. |
| 5      | Subtraction | As above.   |
| 6      | Subtraction | As above.   |