# Tanfield Lea Community Primary School - Maths Long Term Plan—Year 4—Autumn

| Key Skills | CATCH UP | CATCH UP | ARITHMETIC | REVISIT—Y3 Shape | CATCH UP | CATCH UP | ARITHMETIC | REVIST—Place Value | CATCH UP | CATCH UP | ARITHMETIC | REVISIT—Addition and Subtraction | CATCH UP | CATCH UP | ARITHMETIC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Number: Place Value | | | | Number: Addition & Subtraction | | Assessment | Number: Addition & Subtraction | Number: Multiplication & Division | | | | Measure: Perimeter and Area | | Consolidate |
| | Recognise the place value of each digit in a four-digit number\n\nOrder and compare numbers beyond 1000 | Recognise the place value of each digit in a four-digit number\n\nIdentify, represent and estimate numbers using different representations | Round any number to the nearest 10, 100 or 1000 | Count in multiples of 6, 7, 9, 25 and 1000.\n\nFind 1000 more or less than a given number | Add numbers with up to 4 digits using the formal written subtraction where appropriate. | Subtract numbers with up to 4 digits using the formal written subtraction where appropriate | Time allocate for assessment.\n\nMay occur at a different time of the term as indicated. | Estimate answers and use inverse operations to check\n\nSolve addition and subtraction two-step problems | Recall multiplication and division facts for multiplication tables up to 12 × 12\n\nMultiply and divide mentally, multiplying together three numbers | Recognise and use factor pairs\n\nMultiply two-digit and three-digit numbers by a one-digit number using formal written layout | Divide number using formal written methods. | Solve problems involving multiplying and adding, including using the distributive law. | Measure and calculate the perimeter of a rectilinear figure in cm and m | Find the area of rectilinear shape. | This time will be used to consolidate and revisit skills that the children needed more time with.\n\nThe learning objectives will be determined by the mathematical area covered.\n\nFurther time could be spend at any point during the half-term. |

**Tanfield Lea Community Primary School - Maths Long Term Plan - Year 4- Spring**

| Key Skills | Revisit—Multiplication and Division | CATCH UP | CATCH UP | ARITHME-TIC | Revisit—Geometry | CATCH UP | CATCH UP | ARITHME-TIC | REVIST—Fractions | CATCH UP | CATCH UP | ARITHME-TIC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | **Geometry: Properties of Shape** | | **Number: Fractions** | | | **Assessment** | **Number: Decimals** | | **Statistics** | | **Measure: Length, Perimeter and Area** | |
| | Compare and classify shapes, including quadrilaterals and triangles based on their properties<br><br>Identify Acute and obtuse angles, compare and order angles | Identify lines of symmetry in 2D shapes presented in different orientations.<br><br>Complete simple symmetrical figure. | Recognise and show, using diagrams families of equivalent fractions.<br><br>Recognise and write equivalent fractions to ¼, ½, ¾ | Add and subtract fractions with the same denominator.<br><br>To find fractions of quantities<br><br>Solve problem involving fractions to calculate quantities. | Count up and down in 100th, recognise hundredths arise when dividing by 100.<br><br>Recognise and write decimal equivalents of any number of tenths and hundredths | Time allocate for assessment.<br><br>May occur at a different time of the term as indicated. | Find the effect of multiplying and dividing a 1 and 2 digit number by 10 and 100.<br><br>Making 1 whole | Compare and order numbers with the same number of dp up to 2dp.<br><br>Round decimals with one decimal place to the nearest whole number. | Interpret and present discrete and continuous data in bar charts and time graphs.<br><br>Solve comparison, sum and difference problems using information presented in charts, pictograms, tables and other graphs. | Interpret and present discrete and continuous data in bar charts and time graphs.<br><br>Solve comparison, sum and difference problems using information presented in charts, pictograms, tables and other graphs. | Convert between different units of measure. | Measure and calculate the perimeter of a rectilinear figure in cm and m<br><br>Estimate, compare and calculate area |

**Tanfield Lea Community Primary School - Maths Long Term Plan—Year 4- Summer**

| Key Skills | REVIST— Statistics | CATCH UP | CATCH UP | ARITHME-TIC | REVISIT—Time | CATCH UP | CATCH UP | ARITHME-TIC | REVISIT— Geometry | CATCH UP | CATCH UP | REVISIT— Measure |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | **Measures: Time** | | **Geometry: Position and Direction** | | **Assessment** | **Number: Place Val-ue** | **Measure: Money** | | **Measure: Mass & Capacity** | **Number: Multiplying and Dividing** | | **Consoli-date** |
| | Solve problems involving converting from hours to minutes, mins to seconds, Read, write and convert time be-tween analogue and digital clocks | Read, write and convert time be-tween analogue and digital 12 and 24 hour clocks | Describe positions on a 2D grid as coordi-nates in the first quadrant Plot spe-cific points and draw sides to com-plete a given pol-ygon. | Describe Move-ments between positions as transla-tion of given unit to the left/right and up/down. | Time allocated for assessment. May occur at a different time of the term as indi-cated. | Read Ro-man Nu-merals to 100. | Estimate, compare and calcu-late meas-ure, in-cluding money. | Solve sim-ple meas-ure and money problems involving fractions and deci-mals. | Convert between different units of measure. | Multiply and divide two-digit and three-digit num-bers by a one-digit number using for-mal written layout Calculate money and meas-ure. | Solve problems involving multiply-ing and adding, including using the distribu-tive law. | This time will be used to consolidate and revisit skills that the chil-dren need-ed more time with. The learn-ing objec-tives will be determined by the mathemati-cal area covered. Further time could be spend at any point during the half-term. |