

Cloudside Academy
MTP Year 4 Autumn 1 2019-20



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| Resources Base10, place value charts, rulers, number lines that go below zero, rectangles, money | Mastery: (where to find some resources) <ul style="list-style-type: none">• Teaching for Mastery• White Rose• Mastery maths stickers• Nrich (curriculum mapping) | Links to prior learning/ objectives Children will have learned, compared and ordered numbers to 1,000. Children will have used Base10 to represent Place value of ones, tens and hundreds. Children will have previously calculated the perimeter of 2D shapes. Children will have measured length, mass, volume and capacity. | | |
| Dates Focus | Objectives | Vocabulary | Barriers to ARE (misconceptions) | |
| Week 1 9.9.19 | <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | Number, digit, place value, ones, tens, hundreds, thousands, exchange, equal | Children might not understand place value. Children may struggle to represent a number using base ten. Children may struggle to read or write four-digit numbers. | |
| Week 2 16.9.19 | <ul style="list-style-type: none"> • Find 1000 more or less than a given number • Order and compare numbers beyond 1000 • Round any number to the nearest 10, 100 or 1000. | Equal to, more than, greater than, less than, fewer than, round, nearest | Children might not understand how to round or why it can be useful. Children might not fully understand the purpose of the <, >, and = signs. Children may struggle to fully understand the concept of rounding. They may have just focussed a saying so will struggle when rounding to the nearest 100 and 1000. Children may only round the place value digit- e.g. rounding 346 to the nearest 100- 306. | |
| Week 3 23.9.19 | <ul style="list-style-type: none"> • Count backwards through zero to include negative numbers. • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the | Positive, negative, zero, less than, greater than, Roman numerals | Children might not be aware of numbers below zero. Children might confuse -4 as being greater than -2 etc. | |

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| | <p>concept of zero and place value.</p> <ul style="list-style-type: none"> (This can happen in each week) Solve number and practical problems that involve all of the above and with increasingly large positive numbers | | <p>Children might not relate the symbols in Roman numerals with numbers used today. Children may struggle to see the order of the Roman Numerals- IV = 4 (one before 4)</p> |
| <p>Week 4 30.9.19</p> | <ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation. <i>(Use this as an opportunity to recognise the children's ability to add and subtract accurately.)</i> | <p>Operation, Add, addition, plus, altogether, sum, subtract, take away, minus, difference between, inverse, estimate</p> | <p>Children might not know how to estimate appropriately. Children might not know the relationship between addition and subtraction.</p> |
| <p>Week 5 7.10.19</p> | <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | <p>Place value, formal written method, columns, exchange, operation, Add, addition, plus, altogether, sum, subtract, take away, minus, difference between,</p> | <p>Children might not be confident in basic addition/ subtraction prior to the formal written methods (use concrete objects – Base10- to support). Children may never have exchanged before so will struggle to see why they need to.</p> |
| <p>Week 6 14.10.19</p> | <ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters. | <p>Rectangle, rectilinear, (right-angle), flat, edge, side, vertex, vertices, perimeter, addition, total, altogether, units, meters, centimeters</p> | <p>Children might count each edge more than once. Children might miss out some of the edges. Children might not use the appropriate units. Children might not use the appropriate units. Children might not identify the relationship between rectangles and rectilinear shapes.</p> |
| <p>Week 7 21.10.19</p> | <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence. | <p>Estimate, compare, greater than, less than, measures, units, money, Sterling, pounds, pence, place value, exchange</p> | <p>Children may not fully understand what <, >, + represent. Children might not know how to estimate appropriately. Children might not have used money effectively before. Children might not know the relationship between pounds and pence. Children may not know the relationship between different units of measure.</p> |

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