

Cloudside Academy
MTP Year 4 Summer 1 2019-20



Resources		Mastery: (where to find some resources)	Links to prior learning/ objectives	
Number lines, counting sticks, fraction walls, bar models, measuring equipment- money, length, mass, capacity. Number lines, clock faces,		<ul style="list-style-type: none"> Teaching for Mastery White Rose Mastery maths stickers Nrich (curriculum mapping) 	~ Place value of ones, tens, hundreds and thousands. ~ Understanding of time and experience of telling the time to the nearest minute. ~ Children will have been introduced to fractions before. Finding fractions of amounts, adding and subtracting fractions. ~ Children will understand measure but will not have used decimal notation in Year 3 but have earlier in the year.	
Dates	Objectives	Vocabulary	Barriers to ARE (misconceptions)	
20.4.20	Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places	Decimal, rounding, place value, tenth, hundredths, compare, order, decimal places,	Place value understanding. Combining the decimal digits to read as 9.35 nine point thirty-five rather than nine point three five. Recognising that there are digits less than ones. Rounding understanding- recognising each whole number either side and not moving a whole one/ten/hundred/ tenth/ hundredths less. Recognising the number of digits per number and their value.	
27.4.20	Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{2}{4}$	Fractions, decimals, quarter, half, equivalent, divide, multiply	Children may struggle to see the relationship between fractions and decimals. Children may struggle to apply their understanding of division to support the conversion.	
4.5.20	Solve simple measure and money problems involving fractions and decimals to two decimal places.	Measure, money, decimals, fractions, decimal notation, decimal places	Children may struggle with their place value understanding. Children may struggle to use decimal notation with measure. Children may struggle to apply their understanding of the four calculations when decimal notation is involved.	

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11.5.20	Read, write and convert time between analogue and digital 12- and 24-hour clocks	Convert, time, seconds, minutes, 12-hour, 24-hour, analogue, digital, read, interpret.	Children may not recall or make mistakes with facts of time. Children may struggle to see the relationship between 12-hour and 24-hour time. Children may reverse the minute and hour when recording time. Children may read the time inaccurately (mixing up the hours and the minutes).
18.5.20	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Convert between different units of measure [for example, kilometre to metre; hour to minute]	Years, weeks, months, days, seconds, minutes, hours, convert.	Children may not recall the facts related to time. Children may attempt to convert using our traditional base ten system. Children may be inaccurate with their counting. Children may struggle to apply this skill in a problem context.