

**Cloudside Academy**  
**MTP Year 4 Summer 2 2019-20**



<b>Resources</b>  coordinate grids, 2-D shapes, angles, tracing paper.	<b>Mastery: (where to find some resources)</b> <ul style="list-style-type: none"><li>• Teaching for Mastery</li><li>• White Rose</li><li>• Mastery maths stickers</li><li>• Nrich (curriculum mapping)</li></ul>	<b>Links to prior learning/ objectives</b> ~ Place value of ones, tens, hundreds and thousands. ~ Understanding of time and experience of telling the time to the nearest minute. ~ Knowledge of basic shapes and their properties. ~ Knowledge of angles and being able to identify obtuse, acute and right angles. ~ Understanding of comparison and ordering.  Children have covered the entire Year 4 curriculum- focus on key areas that they have found difficult. Especially number and fractions.	
<b>Dates</b>	<b>Objectives</b>	<b>Vocabulary</b>	<b>Barriers to ARE (misconceptions)</b>
1.6.20	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Discrete, continuous, data, graph, table, bar chart, pictogram, line graph, table, sum, difference, scale, intervals, multiples, time graph, comparison, total, more, less,	Counting in multiples of 2, 5, 10, 100, 50, 25. Reading and interpreting the axis of a graph. Interpreting what a graph demonstrates. Recognising the value of what something represents (picture in a pictogram). Reading and interpreting of questions.
8.6.20	Identify acute and obtuse angles and compare and order angles up to two right angles by size	Acute, obtuse, right, angles, compare, order.	Children may not recognise right angles by eye. Children may not recognise a right angle in different orientations. Children may not be able to compare angles on sight.
15.6.20	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	2-D, quadrilaterals, square, rectangle, kite, trapezium, parallelogram, rhombus, parallel, vertices, sides, compare, classify, triangles, scalene, equilateral, isosceles, right angles, angles, obtuse, acute,	Children may struggle to recall the names of 2-D shapes. They may confuse or not remember terminology associated to shape.

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22.6.20	Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry.	2-D shapes, symmetry, vertex, vertices, sides, orientations Symmetry, symmetrical, pattern, shapes, figure,	Children may not understand what symmetry is. Children may struggle to visualise where a shape is the same on both sides. Children may not be accurate or may only find one line of symmetry. Children may struggle to use strategies such as tracing paper or counting using the back ground to accurately complete a symmetrical figure.
29.6.20	Describe positions on a 2-D grid as coordinates in the first quadrant.  Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.	2-D shapes, position, coordinates, quadrant, movement, left, right, up, down, Plot, points, coordinates, polygons, properties, lengths, sides, complete, missing.	Children may read coordinate in reverse. Children may not accurately count when identify and recording coordinates. Children may mix up left and right or not know their left and right. Children may struggle to follow two steps when moving a shape.Children may not recognise or may misname a shape. Children may not know the shape when a side is missing. Children may read coordinate in reverse. Children may not accurately count when identify and recording coordinates.
6.7.20	Assessment week		
13.7.20	Consolidation/ ensure that all children are secure with the year 4 objectives ready to move into year 5.		