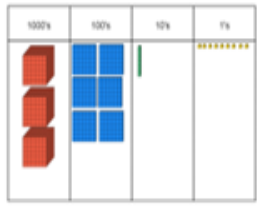
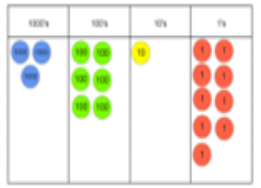
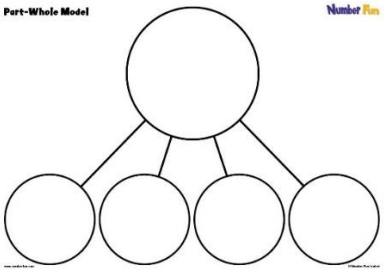
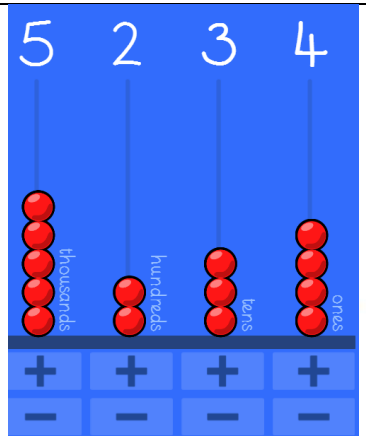
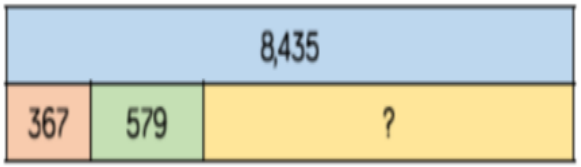
Captain Webb Primary School Medium Term Plan

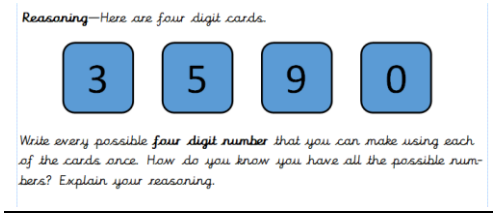
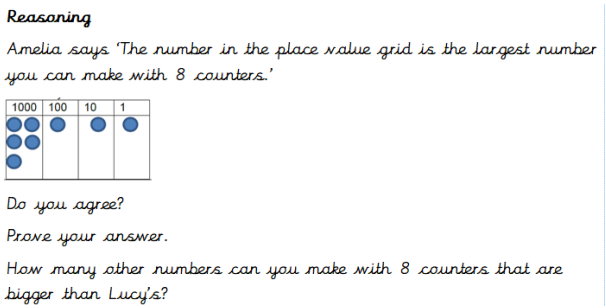
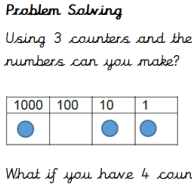
Year 4

Autumn 1	Strand	Number of weeks	Ready to Progress (Based on National Curriculum objectives)	Key areas of knowledge (small steps in learning)	Resources and methods (Calculation policy)
	Number: Place Value	3	• Knows the properties of place value for four-digit numbers. • Know how to count in multiples of 1000. • Knows how to find 1000 more or less than a given number • Knows how to read and write numbers to 10,000 and determine the value of each digit. • Knows a variety of representations and is fluent in the order and place value of numbers beyond 1000, including counting in tens, and hundreds. • Knows how to maintain fluency in other multiples.	• I know how to count in multiples of 1,000. • I know how to represent 1,000 numbers. • I know the place value of each digit in a four digit number. • I know how to find 1,000 more and 1,000 less of a number. • I know how to find 1, 10, 100 and 1,000 more of less. • I know how to identify and estimate numbers on a number line. • I know how to compare numbers beyond 1,000. • I know how to order numbers beyond 1,000. • I know how to count backwards through zero to include negative numbers. • I know the number system from zero into negative numbers.	  3 x 1000 6 x 100 1 x 10 9 x 1  

			• Knows the role of zero in the concepts of place value. • Knows how to identify, represent and estimate numbers using different representations		
	Roman Numerals	1	• Knows the symbols for Roman numerals up to C = 100. • Knows the rules of Roman numerals i.e., rule of three symbols, rule of order. • Knows that over time, the numeral system changed to include the concept of zero and place value.	• I know how to represent 1—12 in roman numerals. • I know how to represent numbers in roman numerals. • I know how to solve problems involving roman numerals.	1 I 2 II 3 III 4 IV 5 V 6 VI 7 VII 8 VIII 9 IX 10 X 11 XI 12 XII 13 XIII 14 XIV 15 XV 16 XVI 17 XVII 18 XVIII 19 XIX 20 XX 50 L 100 C 500 D 1000 M 

	Addition & Subtraction	3	• Knows efficient methods for addition and subtraction up to and including four-digit numbers. • *Knows efficient mental strategies including partitioning and adjusting to* • Knows how to add and subtract using standard written algorithms including in the context of money. • Knows how to check the accuracy of addition and subtraction calculations using the inverse. • *Knows how to add and subtract numbers mentally with increasingly large numbers* • Knows how to choose the order of calculations in two step problems. • Knows the efficient written algorithms for addition and subtraction with increasing fluency for large numbers.	• I know that adding digits in different place value column has the same numerical outcome. • I know that when adding, a place value of ten or more, I must use the next highest place value column. • I know how to add 4 digit numbers using the columnar method. • I know how to subtract a 4 digit number from a 4 digit number using columnar methods without borrowing. • I know how to subtract a 4 digit number from a 4 digit number using columnar methods with borrowing. • I know how to estimate to check the answers to calculations. I know how to use the inverse operation with columnar methods to check a columnar addition or subtraction.	   1899+ 279 2178 1 1 1

Autumn 1	Strand	Number of Lessons	Ready to Progress	Key areas of knowledge (Small steps in learning)	Resources and methods

			(Based on National Curriculum objectives)		
	Finding all Possibilities	3	• I know the best way to record the results. • I know if some solutions repeated. • I know if I have solved the problem and when there is more than one solution.	• I know what working systematically means. • I know how to begin with the largest or smallest number.	<u>Lesson 1</u> Create all the 4 digit numbers you can from 4 different digit cards  <u>Lesson 2</u>  <u>Lesson 3</u> 

	Word Problems	1	I know what the narrative is about and what words identify the operations needed.	• I know the meaning of key vocabulary to understand what the problem is asking me.	Example 1: Lucy thinks of a number. She says ' The number 1000 more than my number has the digits 1,2,3 and 4.The number 1000 less uses the digits 1, 3 and 4' What number is Lucy thinking of?