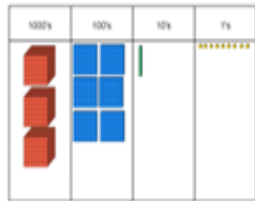
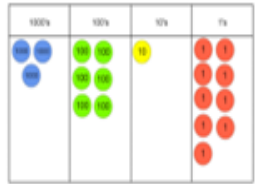

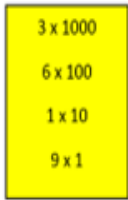
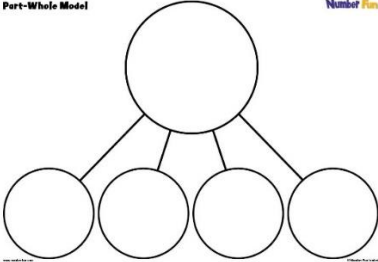



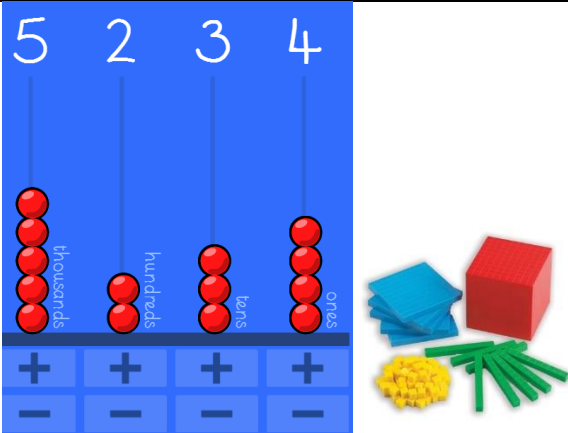
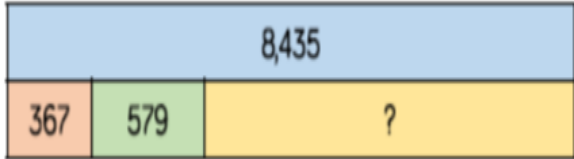
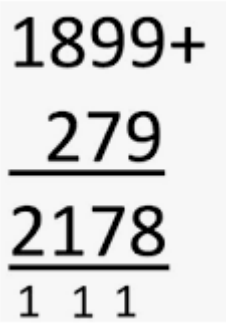


# Captain Webb Primary School Medium Term Plan


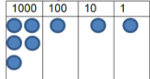
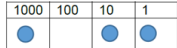
Year 4

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	<ul style="list-style-type: none"> <li>Knows the properties of place value for four-digit numbers.</li> <li>Know how to count in multiples of 1000.</li> <li>Knows how to find 1000 more or less than a given number</li> <li>Knows how to read and write numbers to 10,000 and determine the value of each digit.</li> <li>Knows a variety of representations and is fluent in the order and place value of numbers beyond 1000, including counting in tens, and hundreds.</li> <li>Knows how to maintain fluency in other multiples.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to count in multiples of 1,000.</li> <li>I know how to represent 1,000 numbers.</li> <li>I know the place value of each digit in a four digit number.</li> <li>I know how to find 1,000 more and 1,000 less of a number.</li> <li>I know how to find 1, 10, 100 and 1,000 more of less.</li> <li>I know how to identify and estimate numbers on a number line.</li> <li>I know how to compare numbers beyond 1,000.</li> <li>I know how to order numbers beyond 1,000.</li> <li>I know how to count backwards through zero to include negative numbers.</li> <li>I know the number system from zero into negative numbers.</li> </ul>	    <p>Part-Whole Model</p>  <p>Number Fun</p>

			<ul style="list-style-type: none"><li>Knows the role of zero in the concepts of place value.</li><li>Knows how to identify, represent and estimate numbers using different representations</li></ul>																															
Roman Numerals	1	<ul style="list-style-type: none"><li>Knows the symbols for Roman numerals up to C = 100.</li><li>Knows the rules of Roman numerals i.e., rule of three symbols, rule of order.</li><li>Knows that over time, the numeral system changed to include the concept of zero and place value.</li></ul>	<ul style="list-style-type: none"><li>I know how to represent 1—12 in roman numerals.</li><li>I know how to represent numbers in roman numerals.</li><li>I know how to solve problems involving roman numerals.</li></ul>	<table><tr><td>1 I</td><td>11 XI</td><td>50 L</td></tr><tr><td>2 II</td><td>12 XII</td><td>100 C</td></tr><tr><td>3 III</td><td>13 XIII</td><td>500 D</td></tr><tr><td>4 IV</td><td>14 XIV</td><td>1000 M</td></tr><tr><td>5 V</td><td>15 XV</td><td></td></tr><tr><td>6 VI</td><td>16 XVI</td><td></td></tr><tr><td>7 VII</td><td>17 XVII</td><td></td></tr><tr><td>8 VIII</td><td>18 XVIII</td><td></td></tr><tr><td>9 IX</td><td>19 XIX</td><td></td></tr><tr><td>10 X</td><td>20 XX</td><td></td></tr></table> 	1 I	11 XI	50 L	2 II	12 XII	100 C	3 III	13 XIII	500 D	4 IV	14 XIV	1000 M	5 V	15 XV		6 VI	16 XVI		7 VII	17 XVII		8 VIII	18 XVIII		9 IX	19 XIX		10 X	20 XX	
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	Addition & Subtraction	3	<ul style="list-style-type: none"> <li>Knows efficient methods for addition and subtraction up to and including four-digit numbers.</li> <li><i>Knows efficient mental strategies including partitioning and adjusting to</i></li> <li>Knows how to add and subtract using standard written algorithms including in the context of money.</li> <li>Knows how to check the accuracy of addition and subtraction calculations using the inverse.</li> <li><i>Knows how to add and subtract numbers mentally with increasingly large numbers</i></li> <li>Knows how to choose the order of calculations in two step problems.</li> <li>Knows the efficient written algorithms for addition and subtraction with increasing fluency for large numbers.</li> </ul>	<ul style="list-style-type: none"> <li>I know that adding digits in different place value column has the same numerical outcome.</li> <li>I know that when adding, a place value of ten or more, I must use the next highest place value column.</li> <li>I know how to add 4 digit numbers using the columnar method.</li> <li>I know how to subtract a 4 digit number from a 4 digit number using columnar methods without borrowing.</li> <li>I know how to subtract a 4 digit number from a 4 digit number using columnar methods with borrowing.</li> <li>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.</li> </ul>	 <p>A place value chart with columns for thousands, hundreds, tens, and ones. The thousands column has 5 red beads, hundreds has 2, tens has 3, and ones has 4. Below the chart are blue blocks with '+' and '-' signs. To the right are base ten blocks: a red cube (1000), blue flats (100), yellow rods (10), and green units (1).</p>  <p>A columnar subtraction problem: 8435 minus 367. The result is shown in a yellow box with a question mark.</p>  <p>A columnar addition problem: 1899 plus 279. The result is shown as 2178, with 1 1 1 written below the ones, tens, and hundreds columns respectively.</p>
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Autumn 1	Strand	Number of Lessons	Ready to Progress	Key areas of knowledge (Small steps in learning)	Resources and methods
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			(Based on National Curriculum objectives)		
	Finding all Possibilities	3	<ul style="list-style-type: none"> <li>• I know the best way to record the results.</li> <li>• I know if some solutions repeated.</li> <li>• I know if I have solved the problem and when there is more than one solution.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what working systematically means.</li> <li>• I know how to begin with the largest or smallest number.</li> </ul>	<p><u>Lesson 1</u></p> <p>Create all the 4 digit numbers you can from 4 different digit cards</p> <div> <p><i>Reasoning—Here are four digit cards.</i></p>  <p><i>Write every possible four digit number that you can make using each of the cards once. How do you know you have all the possible numbers? Explain your reasoning.</i></p> </div> <p><u>Lesson 2</u></p> <div> <p><i>Reasoning</i></p> <p>Amelia says 'The number in the place value grid is the largest number you can make with 8 counters.'</p>  <p>Do you agree?</p> <p>Prove your answer.</p> <p>How many other numbers can you make with 8 counters that are bigger than Lucy's?</p> </div> <p><u>Lesson 3</u></p> <div> <p><i>Problem Solving</i></p> <p>Using 3 counters and the place value grid below, how many 4 digit numbers can you make?</p>  <p>What if you have 4 counters?</p> </div>

	Word Problems	1	I know what the narrative is about and what words identify the operations needed.	<ul style="list-style-type: none"> <li>I know the meaning of key vocabulary to understand what the problem is asking me.</li> </ul>	<p>Example 1:</p> <p>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?</p>