

Listerdale Junior Academy - Year 4 LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value <i>National Curriculum objectives</i> 1. Count in multiples of 6, 7, 9, 25 and 1000 2. Find 1000 more or less than a given number 3. Count backwards through zero to include negative numbers 4. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) 5. Order and compare numbers beyond 1000 6. Identify, represent and estimate numbers using different representations 7. Round any number to the nearest 10, 100 or 1000 8. Solve problems that involve all of the above and with increasingly large positive numbers 9. Read Roman numerals to 100 (I to C) Small Steps Week 1 <ul style="list-style-type: none"> Represent numbers to 1,000 and number line to 1,000 Find 1, 10, 100 more and less Count in 1,000s and Identifying 1,000s, 100s, 10s and 1s Partitioning 1,000s, 100s, 10s and 1s Week 2 <ul style="list-style-type: none"> 1,000 more and less Round to the nearest 10, 100, 1,000. Week 3 <ul style="list-style-type: none"> Compare numbers Order numbers Negative numbers Roman numerals to 100 			Number: Addition and Subtraction <i>National Curriculum objectives</i> 1. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 2. Estimate and use inverse operations to check answers to a calculation 3. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Small Steps Week 1 <ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s and 1,000s Add two 3 digit numbers and add two 4 digit numbers – not crossing 10 and 100 Add two 3 digit numbers – crossing 10 and 100 Add two 4 digit numbers – crossing 10 and 100 Week 2 <ul style="list-style-type: none"> Subtract a 3 digit number from a 3 digit number and two 4 digit numbers– no exchange Subtract a 3 digit number from a 3 digit number– one exchange Subtract two 4 digit numbers – one exchange 		Number: Fractions <i>National Curriculum objectives</i> 1. Recognise and show, using diagrams, families of common equivalent fractions 2. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Small Steps Week 1 <ul style="list-style-type: none"> Tenths and count in tenths Common equivalent fractions Fractions of quantities Use fractions to divide quantities Week 2 <ul style="list-style-type: none"> Equivalent fractions Fractions greater than 1 Count in fractions 		Measurement: Length & Perimeter <i>National Curriculum objectives</i> 1. Convert between different units of measure [for example, kilometre to metre; hour to minute] 2. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 3. Find the area of rectilinear shapes by counting squares Small Steps Week 1 <ul style="list-style-type: none"> Equivalent lengths – m and cm Equivalent lengths – mm to cm Equivalent lengths – kilometre to metre Add and subtract lengths Week 2 <ul style="list-style-type: none"> Measure perimeter Perimeter on a grid Perimeter of a rectangle Area and perimeter of rectilinear shapes by counting squares 		Number: Multiplication and Division <i>National Curriculum objectives</i> 1. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. 2. Recognise and use factor pairs and commutativity in mental calculations Small Steps Week 1 <ul style="list-style-type: none"> Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Factor pairs Week 2 <ul style="list-style-type: none"> Multiply upto 3 digits by 1 digit Divide 2 digits by 1 digit 			Assessment W
Spring	Number: Place Value <i>National Curriculum objectives</i> 1. Count in multiples of 6, 7, 9, 25 and 1000 2. Find 1000 more or less than a given number 3. Count backwards through zero to include negative numbers 4. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) 5. Order and compare numbers beyond 1000 6. Identify, represent and estimate numbers using different representations 7. Round any number to the nearest 10, 100 or 1000 8. Solve problems that involve all of the above and with increasingly large positive numbers 9. Read Roman numerals to 100 (I to C) Small Steps Week 1 <ul style="list-style-type: none"> Identifying and partitioning 1,000s, 100s, 10s and 1s Round to the nearest 10, 100, 1000 Negative numbers Order and compare numbers Week 2 <ul style="list-style-type: none"> Roman numerals Solve number and practical problems that involve all of the above 		Number: Four Operations <i>National Curriculum objectives</i> 1. Recall multiplication and division facts for multiplication tables up to 12 x 12 2. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers 3. Recognise and use factor pairs and commutativity in mental calculations 4. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 5. Solve problems involving multiplying and adding, Small Steps Week 1 <ul style="list-style-type: none"> Add two 4 digit numbers – more than one exchange Subtract two 4 digit numbers – more than one exchange Efficient addition and subtraction (inc using inverse) Problem solving Week 2 <ul style="list-style-type: none"> Factor pairs Efficient multiplication Mixed multiplication and division problems 		Geometry: Shape <i>National Curriculum objectives</i> 1. Compare and classify geometric shape 2. Identify acute and obtuse angles and compare and order angles up to two right angles by size Small Steps Week 1 <ul style="list-style-type: none"> Identify the properties of 2D and 3D shapes Identify angles Compare and order angles 	Number: Fractions <i>National Curriculum objectives</i> 1. Recognise and show, using diagrams, families of common equivalent fractions 2. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number 3. Add and subtract fractions with the same denominator Small Steps Week 1 <ul style="list-style-type: none"> Count in fractions Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts Week 2 <ul style="list-style-type: none"> Fractions of a set of objects Calculate fractions of a quantity Problem solving – calculate quantities 		Number: Decimals <i>National Curriculum objectives</i> 1. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 2. Recognise and write decimal equivalents of any number of tenths or hundredths 3. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Small Steps Week 1 <ul style="list-style-type: none"> Recognise 10ths, 100ths and count up and down in hundredths Tenths as decimals Hundredths as decimals Tenths and hundredths on a place value grid and number line Week 2 <ul style="list-style-type: none"> Divide 1 digit by 10 Divide 2 digits by 10 Divide 1 or 2 digits by 100 		Statistics <i>National Curriculum objectives</i> 1. Interpret & present discrete & continuous data using appropriate graphical. 2. Solve comparison, sum and difference problems using information presented Small Steps Week 1 <ul style="list-style-type: none"> Interpret charts Comparison, sum & difference Line graphs 	Measurement: Time <i>National Curriculum objectives</i> 1. Read, write and convert time between analogue and digital 12- and 24-hour clocks 2. Solve problems involving - hours to minutes; minutes to seconds; years to months; weeks to days. Small Steps Week 1 <ul style="list-style-type: none"> Telling the time to 5 minutes Telling the time to the minute Hours, minutes and seconds Years, months, weeks and days 	Assessment W	

Summer	Number: Place Value	Number: Four Operations	Number: Decimals	Measurement: Money	Times tables focus	Statistics	Geometry: Shape	Measurement: Position & Direction	Assessment W
<p>Each week: M- Daily arithmetic -10 qus T- Number of the week W- Daily arithmetic- 10 qus Th- Number connections F – Daily arithmetic –10 qus</p> <p>Daily arithmetic to include all operations at the appropriate level.</p> <p>Times table focus throughout.</p> <p>Ensure differentiation takes place is needed</p>	<p><i>National Curriculum objectives</i> 1. place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) 2. Order and compare numbers beyond 1000 3. Identify, represent and estimate numbers using different representations 4. Round any number to the nearest 10, 100 or 1000 5. Solve problems that involve all of the above and with increasingly large positive numbers</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Compare and order numbers up to 10,000 Read and write numbers up to 10,000 <p>Week 2:</p> <ul style="list-style-type: none"> Larger than 4 digit numbers place value Rounding including decimals with 1 d.p to whole number 	<p><i>National Curriculum objectives</i> 2. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers 4. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 5. Solve problems involving multiplying and adding.</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Addition and subtraction more than 4 digits inc exchanges Multiplication re-cap Division re-cap 	<p><i>National Curriculum objectives</i> 1.. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ 8. Round decimals with one 2ecimal place to the nearest whole number 3. Compare numbers with the same number of decimal places up to two decimal places</p> <p>Small steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Decimal equivalents Make a whole $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ Compare decimals (up to 2 d.p) Order decimals 	<p><i>National Curriculum objectives</i> 1. Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Pounds and pence Ordering money Estimating money Convert pounds and pence <p>Week 2</p> <ul style="list-style-type: none"> Add money Subtract money Find change Compare money 		<p><i>National Curriculum objectives</i> 1. interpret & present discrete & continuous data using appropriate graphical. 2. Solve comparison, sum and difference problems using information presented</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Interpret charts Comparison, sum & difference <p>Line graphs</p>	<p><i>National Curriculum objectives</i> 1. Compare and classify geometric shapes, 2. Identify acute and obtuse angles and compare and order angles up to two right angles by size 3. Identify lines of symmetry in 2-D shapes 4. Complete a simple symmetric figure</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Identify angles Compare and order angles <p>Week 2</p> <ul style="list-style-type: none"> Triangles and quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure 	<p><i>National Curriculum objectives</i> 1. describe positions on a 2-D grid as coordinates in the first quadrant 2. Describe movements between positions as translations of a given unit to the left/right up/down 3. Plot specified points and draw sides to complete a given polygon.</p> <p>Small Steps</p> <p>Week 1</p> <ul style="list-style-type: none"> Describe position (first quadrant) Draw on a grid Move on a grid Describe movement on a grid 	