



Year 4 – Autumn MTP

	Starter & Counting	O&M or reasoning activity	Main Focus & Independent work	Arithmetic (teach on Monday, test on Friday)
Week 1	<p>Each day there is a ' While you wait' starter activity on the board to promote fluency, e.g. ' Fluent in 5'</p> <p>There is a short daily counting activity, e.g. selected times table and related divisions, number sequences, counting forwards and backwards in 10s, 100s, 1,000s etc.</p>	<p>These activities are planned using formative assessment and Big Maths assessment. To be discussed and agreed in year groups.</p>	<ul style="list-style-type: none"> • Exploring 1000s, 100s, 10. Representing in different ways. • Partitioning numbers • Representing numbers on a number line to 10,000 • Counting in 1000s and finding 1000 more or less 	Number bonds to 1000
Week 2			<ul style="list-style-type: none"> • Counting in 25s • Compare numbers to 1000 • Order numbers to 1000 	Add and subtract multiples of 10, 100 and 1000
Week 3			<ul style="list-style-type: none"> • Roman numerals to 100 • Explore negative numbers 	Number sequences (including 25)
Week 4			<ul style="list-style-type: none"> • Rounding to nearest 10 • Round to nearest 100 • Round to the nearest 1000 	Mental addition and subtraction
Week 5			<ul style="list-style-type: none"> • Add and subtract multiples of 1s, 10s, 100s and 1000s. • Add two 4 digit numbers – no exchanging • Add two 4 digit numbers – one exchange • Add two 4 digit numbers – more than one exchange 	Calculating fractions of an amount
Week 6			<ul style="list-style-type: none"> • Subtract two 4 digit numbers – no exchanging • Subtract two 4 digit numbers – one exchange • Subtract two 4 digit numbers – more than one exchange 	Roman numerals

Week 7			<ul style="list-style-type: none"> • Efficient addition and subtraction • Estimate answers • Explore strategies for checking 	Equivalent fractions
Week 8			<ul style="list-style-type: none"> • Explore perimeter on a grid • Find the perimeter of a rectangle • Find the perimeter of rectilinear shapes 	Rounding
Week 9			<ul style="list-style-type: none"> • Multiply and divide by 10 and 100 • Convert between kilometres and metres 	Addition
Week 10			<ul style="list-style-type: none"> • Multiply by 1 and 0 • Divide by 1 and itself • Explore and practise times tables 1-12 	Subtraction
Week 11			<ul style="list-style-type: none"> • Explore and practise times tables 1-12 	Multiply and divide by 10 and 100
Week 12			Consolidation	

Year 4 – Spring MTP

	Starter & Counting	O&M or reasoning activity	Main Focus & Independent work	Arithmetic (teach on Monday, test on Friday)
Week 1	<p>Each day there is a 'While you wait' starter activity on the board to promote fluency, e.g. 'Fluent in 5'. There is a short daily counting activity, e.g. selected times table and related divisions, number sequences, counting forwards and backwards in 10s, 100s, 1,000s etc.</p>	<p>These activities are planned using formative assessment and Big Maths assessment. To be discussed and agreed in year groups.</p>	<ul style="list-style-type: none"> • Multiply 3 numbers • Factor pairs • Efficient multiplication 	Efficient/mental addition and subtraction
Week 2			<ul style="list-style-type: none"> • Written methods of multiplication • Multiply 2-digits by 1-digit • Multiply 3-digits by 1-digit 	Addition and subtraction (formal methods)
Week 3			<ul style="list-style-type: none"> • Divide 2-digits by 1-digit (1) • Divide 2-digits by 1-digit (2) • Divide 3-digits by 1-digit • Correspondence problems 	Finding fractions of a quantity
Week 4			<ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes • Comparing area 	Multiplication
Week 5			<ul style="list-style-type: none"> • What is a fraction? • Equivalent fractions (1) • Equivalent fractions (2) 	Division
Week 6			<ul style="list-style-type: none"> • Fractions greater than 1 • Count in fractions • Add 2 or more fractions • Subtract 2 fractions 	Compare and order numbers to 10000
Week 7			<ul style="list-style-type: none"> • Subtract from whole amounts • Calculate fractions of a quantity • Problem solving – calculate quantities 	Find Equivalent fractions
Week 8			<ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals 	Addition and subtraction

			<ul style="list-style-type: none"> • Tenths on a place value grid 	
Week 9			<ul style="list-style-type: none"> • Tenths on a number line • Divide 1-digit by 10 • Divide 2-digits by 10 	Add and subtract fractions
Week 10			<ul style="list-style-type: none"> • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2-digits by 100 	Multiplication

Year 4 – Summer MTP

	Starter & Counting	O&M or reasoning activity	Main Focus & Independent work	Arithmetic (teach on Monday, test on Friday)
Week 1	<p>Each day there is a 'While you wait' starter activity on the board to promote fluency, e.g. 'Fluent in 5'</p> <p>There is a short daily counting activity, e.g. selected times table and related divisions, number sequences, counting forwards and backwards in 10s, 100s, 1,000s etc.</p>	<p>These activities are planned using formative assessment and Big Maths assessment. To be discussed and agreed in year groups.</p>	<ul style="list-style-type: none"> • Make a whole • Write decimals • Compare decimals 	Division
Week 2			<ul style="list-style-type: none"> • Order decimals • Round decimals • Halves and quarters 	Number sequences including tenths
Week 3			<ul style="list-style-type: none"> • Pounds and pence • Ordering money 	Rounding
Week 4			<ul style="list-style-type: none"> • Estimating money • Four operations 	Addition
Week 5			<ul style="list-style-type: none"> • Hours, minutes and seconds • Years, months, weeks and days • Analogue to digital – 12 hour • Analogue to digital – 24 hour 	Subtraction
Week 6			<ul style="list-style-type: none"> • Interpret charts • Comparison, sum & difference 	Times table focus
Week 7			<ul style="list-style-type: none"> • Introducing line graphs • Line graphs 	Adding and subtractions fractions
Week 8			<ul style="list-style-type: none"> • (Review year 3 content) • Identify angles • Compare and order angles 	Equivalent fractions
Week 9			<ul style="list-style-type: none"> • Explore triangles • Explore quadrilaterals • Find lines of symmetry • Complete a symmetric figure 	4 operations
Week 10			<ul style="list-style-type: none"> • Describe position • Draw on a grid 	4 operations

			<ul style="list-style-type: none"> • Move on a grid • Describe a movement on a grid 	
Week 11			<ul style="list-style-type: none"> • Review Place Value objectives 	
Week 12			<ul style="list-style-type: none"> • Review 4 operations objectives 	

Planning

In addition to the MTP, there are **two assessment weeks to be added in for each term**. During these two weeks, maths lessons are used for assessment, investigations and to revisit any areas felt appropriate.

When planning, refer to the 'St Michaels Maths Progression Map' and the 'Calculation Policy' to ensure continuation, progression and variation

Resources to support planning:

Maths No Problem, Power Maths, White Rose, Third Space learning and Nrich

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

If you click on the 'objective block' that you are covering on the table, it downloads a document which has the National Curriculum objectives broken down into small steps. It includes examples of varied fluency and reason and problem solving.

Maths lessons at St Michael's

Daily maths lessons consist of:

- * **a while you wait starter/fluent in five** - where the focus is on fluency.
- * **a short counting activity**
- * **a whole class oral and mental activity** (the objectives for these are taken from weekly formative assessment, e.g. big maths). This may be a problem solving or reasoning question to work through together or a practise of skills that will support with the lesson (e.g. an activity on multiplying and dividing by 10, 100 and 1,000 prior to the main lesson focus on measures).
- * **whole class teaching of the main objective followed by independent work**. Teaching is supported by the CPA (concrete, pictorial, abstract) approach where appropriate. Key vocabulary for the lesson is displayed on the smart slides and referenced during the lesson. Where appropriate, a 'stem sentence' is displayed on the smart slides which supports learning (e.g. for addition the stem sentence may be 'Add the smallest value

first'; for coordinates 'The horizontal coordinate is first and the vertical coordinate second'; for adding and subtracting fractions 'Check that the denominators are the same before adding or subtracting').

* a '**finisher's challenge**' prepared (photocopied/on board) to extend and deepen the thinking of children who successfully complete the independent work. This challenge should provide the children with the opportunity to apply their understanding (rather than just giving 'bigger numbers').

In addition there are **two weekly arithmetic sessions**, one is a taught session and the other a skills practise session.