# Maths Medium Term Plan

## Year 4 2024-2025

## Autumn 1

Link to WRM Planning: https://whiteroseeducation.com/resources?year=year-4-new&subject=maths

| Week | Week Beginning | Unit | Small Steps | N.C. Links | Enriching our Mathematicians | Notes / AOI |
|---|---|---|---|---|---|---|
| 1-8 | | Maths Skills | All sessions have a quick warm-up (3-5 mins), eg counting in the relevant times table / quick fire qs.<br>Each session will have a teach followed by a times table related activity. See WRM.<br>30 mins each | | | |
| 1-3 | | Maths Skills | **Times Tables Retrieval**<br>• 2-, 10- and 5- times tables<br>• 2-, 4- and 8- times tables<br>• 3- times tables | | | 2 times a week |
| 4 | | Maths Skills | **Multiplication and Division A**<br>• **Step 1:** Multiples of 3 | | | 2 times a week |
| 5 | | Maths Skills | **Multiplication and Division A**<br>• **Step 2:** Multiply and divide by 6 | | | 2 times a week |
| 6 | | Maths Skills | **Multiplication and Division A**<br>• **Step 3:** 6 times-table and division facts | | | 2 times a week |
| 7 | | Maths Skills | **Multiplication and Division A**<br>• **Step 4:** Multiply and divide by 9 | | | 2 times a week |
| 8 | | Maths Skills | **Multiplication and Division A**<br>• **Step 5:** 9 times-table and division facts | | | 2 times a week |
| 1-8 | | NSM Times Tables Programme | Follow the programme. | | | 5 times a week |

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| 1<br>2<br>3<br>4 | 2-9-24<br>(2-9-24 & 3-9-24 – INSET)<br>9-9-24<br>16-9-24<br>23-9-24 | Number: Place Value | •**Step 1:** Represent numbers to 1000<br>•**Step 2:** Partition numbers to 1000<br>•**Step 3:** Number line to 1000<br>•**Step 4:** Thousands<br>•**Step 5:** Represent numbers to 10,000<br>•**Step 6:** Partition numbers to 10,000<br>•**Step 7:** Flexible partitioning of numbers to 10,000<br>•**Step 8:** Find 1, 10, 100, 1,000 more or less<br>•**Step 9:** Number line to 10,000<br>•**Step 10:** Estimate on a number line to 10,000<br>•**Step 11:** Compare numbers to 10,000<br>•**Step 12:** Order numbers to 10,000<br>•**Step 13:** Roman numerals<br>•**Step 14:** Round to the nearest 10<br>•**Step 15:** Round to the nearest 100<br>•**Step 16:** Round to the nearest 1,000<br>•**Step 17:** Round to the nearest 10, 100 or 1,000 | • Count in multiples of 6, 7, 9. 25 and 1000.<br>• Find 1000 more or less than a given number.<br>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).<br>• Order and compare numbers beyond 1000.<br>• Identify, represent and estimate numbers using different representations.<br>• Round any number to the nearest 10, 100 or 1000.<br>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers.<br>• Count backwards through zero to include negative numbers. | NRICH Four-Digit Targets https://nrich.maths.org/6342<br><br>NRICH Reasoned Rounding https://nrich.maths.org/10945 | |
| 5<br>6 | 30-9-24<br>7-10-24 | Number: Addition and Subtraction | •**Step 1:** Add and subtract 1s, 10s, 100s and 1000s.<br>•**Step 2:** Add two 4-digit numbers –no exchange<br>•**Step 3:** Add two 4-digit numbers – one exchange.<br>•**Step 4:** Add two 4-digit numbers – more than one exchange.<br>•**Step 5:** Subtract two 4-digit numbers –no exchange.<br>•**Step 6:** Subtract two 4-digit numbers –one exchange.<br>•**Step 7:** Subtract two 4-digit numbers –more than one exchange. | • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.<br>• Estimate and use inverse operations to check answers to a calculation.<br>• Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. | NRICH Maze 100 https://nrich.maths.org/91 | Check Calculation Strategy Policy Language – addend and sum; minuend, subtrahend and difference (see Maths Language – Parts of 4-Op) |

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| 7<br><br>8 | 14-10-24<br><br>21-10-24 | Measurement:<br>Length and Perimeter | •**Step 1:** Measure in kilometres and metres<br>•**Step 2:** Equivalent lengths (kilometres and metres)<br>•**Step 3:** Perimeter on a grid<br>•**Step 4:** Perimeter of a rectangle<br>•**Step 5:** Perimeter of rectilinear shapes<br>•**Step 6:** Find missing lengths in rectilinear shapes<br>•**Step 7:** Calculate perimeter of rectilinear shapes<br>•**Step 8:** Perimeter of regular polygons<br>•**Step 9:** Perimeter of polygons | • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.<br>• Convert between different units of measure [for example, kilometre to metre]. | | |

# Maths Medium Term Plan

## Year 4 2024-2025

## Autumn 2

| Week | Week Beginning | Unit | Small Steps | N.C. Links | Enriching our Mathematicians | Notes / AOI |
|---|---|---|---|---|---|---|
| 1-7 | | Maths Skills | All sessions have a quick warm-up (3-5 mins), eg counting in the relevant times table / quick fire qs. Each session will have a teach followed by a times table related activity. See WRM. 30 mins each | | | |
| 1 | | Maths Skills | **Multiplication and Division A** •**Step 6:** The 3, 6 and 9 times-tables | | | 2 times a week |
| 2 | | Maths Skills | **Multiplication and Division A** •**Step 7:** Multiply and divide by 7 | | | 2 times a week |
| 3 | | Maths Skills | **Multiplication and Division A** •**Step 8:** 7 times-table and division facts | | | 2 times a week |
| 4 | | Maths Skills | **Multiplication and Division A** •**Step 9:** 11 times-table and division facts | | | 2 times a week |
| 5 | | Maths Skills | **Multiplication and Division A** •**Step 10:** 12 times-table and division facts | | | 2 times a week |
| 6-7 | | Maths Skills | **Multiplication and Division A** Consolidation | | | 2 times a week |
| 1-7 | | NSM Times Tables Programme | Follow the programme. | | | 5 times a week |
| 1<br>2 | 4-11-24<br>11-11-24 | Number: Multiplication and Division A and B | **Multiplication and Division A** •**Step 11:** Multiply by 1 and 0 •**Step 12:** Divide a number by 1 and itself •**Step 13:** Multiply three numbers | • Recall and use multiplication and division facts for multiplication tables up to 12 ×12. • Count in multiples of 6, 7, 9. 25 and 1000. | NRICH A Square of Numbers https://nrich.maths.org/2005 | NB: start to use formal methods for numbers outside the |

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| 3 | 18-11-24 | | **Multiplication and Division B**<br>•**Step 1:** Factor pairs<br>•**Step 2:** Use factor pairs<br>•**Step 3:** Multiply by 10<br>•**Step 4:** Multiply by 100<br>•**Step 5:** Divide by 10<br>•**Step 6:** Divide by 100<br>•**Step 7:** Related facts – multiplication and division<br>•**Step 8:** Informal written methods for multiplication<br>•**Step 9:** Multiply a 2-digit number by a 1-digit number<br>•**Step 11:** Divide a 2-digit number by a 1-digit number (1) | • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.<br>• Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | Puzzles and Problems Y3 and Y4 – Maisie the Mouse | actual times tables ie, when multiplying and dividing by the tables (eg, 18 X 6, 96 ÷ 6)<br><br>Check Calculation Strategy Policy<br><br>Multiplication A: some steps in Maths Skills time.<br><br>Language – multiplier, multiplicand, factor and product; dividend, divisor ad quotient (see Maths Language – Parts of 4-Op) |
| 4<br><br>5<br><br>6 | 25-11-24<br><br>2-12-24<br><br>9-12-24 | Number: Fractions | •**Step 1:** Understand the whole<br>•**Step 2:** Count beyond 1<br>•**Step 3:** Partition a mixed number<br>•**Step 4:** Number lines with mixed numbers<br>•**Step 5:** Compare and order mixed numbers<br>•**Step 6:** Understand improper fractions | • Recognise and show, using diagrams, families of common equivalent fractions.<br>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. | | See Notes for Fractions |

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| | | | • **Step 7:** Convert mixed numbers to improper fractions<br>• **Step 8:** Convert improper fractions to mixed numbers<br>• **Step 9:** Equivalent fractions on a number line<br>• **Step 10:** Equivalent fraction families | • 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.<br>• Add and subtract fractions with the same denominator. | | |
| 7 | 16-12-24 | Consolidation | | | | |

# Maths Medium Term Plan

## Year 4 2024-2025

## Spring 1

| Week | Week Beginning | Unit | Small Steps | N.C. Links | Enriching our Mathematicians | Notes / AOI |
|---|---|---|---|---|---|---|
| 1-6 | | Maths Skills | All sessions have a quick warm-up (3-5 mins), eg counting in the relevant times table / quick fire qs.<br>Each session will have a teach followed by a times table related activity. See WRM.<br>30 mins each | | | |
| 1-6 | | Maths Skills | Arithmetic focus or numbers, multiples and factors etc.<br>30 mins | | | 1 a week |
| 1-6 | | NSM Times Tables Programme | Follow the programme. | | | 5 times a week |
| 1<br>2<br>3 | 6-1-25<br>13-1-25<br>20-1-25 | Number: Decimals A | •**Step 1:** Tenths as fractions<br>•**Step 2:** Tenths as decimals<br>•**Step 3:** Tenths on a place value chart<br>•**Step 4:** Tenths on a number line<br>•**Step 5:** Divide a 1-digit number by 10<br>•**Step 6:** Divide a 2-digit number by 10<br>•**Step 7:** Hundredths as fractions<br>•**Step 8:** Hundredths as decimals<br>•**Step 9:** Hundredths on a place value chart<br>•**Step 10:** Divide a 1- or 2-digit number by 100 | • Recognise and write decimal equivalents of any number of tenths or hundredths.<br>• Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.<br>• Solve simple measure and money problems involving fractions and decimals to two decimal places.<br>• Convert between different units of measure [for example, kilometre to metre]. | | See Notes for Fractions |
| 4 | 27-1-25 | Number: Addition and Subtraction | **Retrieval (focus on Steps 4 and 7)**<br>•**Step 4:** Add two 4-digit numbers – more than one exchange.<br>•**Step 7:** Subtract two 4-digit numbers –more than one exchange. | • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.<br>• Estimate and use inverse operations to check answers to a calculation. | NRICH Sealed Solution https://nrich.maths.org/1177 | Check Calculation Strategy Policy |

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| | | | •**Step 8:** Efficient subtraction.<br>•**Step 9:** Estimate answers.<br>•**Step 10:** Checking strategies. | • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. | | Language – addend and sum; minuend, subtrahend and difference (see Maths Language – Parts of 4-Op) |
| 5<br><br>6 | 3-2-25<br>(7-2-25 - INSET)<br><br>10-2-25<br>(10-2-25 - INSET) | Number: Multiplication and Division B | **Retrieval**<br>Focus on X and ÷ 10 and 100 (Steps 3. 4. 5 and 6)<br>Focus on 2-digit X 1-digit (Step 9) and 2-digit ÷ 1-digit (Step 11)<br><br>•**Step 10:** Multiply a 3-digit number by a 1-digit number<br>•**Step 12:** Divide a 2-digit number by a 1-digit number (2)<br>•**Step 13:** Divide a 3-digit number by a 1-digit number<br>•**Step 14:** Correspondence problems<br>•**Step 15:** Efficient multiplication<br>**Continued in Spring 2** | • Recall and use multiplication and division facts for multiplication tables up to 12 ×12.<br>• Count in multiples of 6, 7, 9. 25 and 1000.<br>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.<br>• Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | NRICH A Square of Numbers https://nrich.maths.org/2005<br><br>Puzzles and Problems Y3 and Y4 – Maisie the Mouse<br><br>NRICH Zios and Zepts https://nrich.maths.org/1005 | NB: start to use formal methods for numbers outside the actual times tables ie, when multiplying and dividing by the tables (eg, 18 X 6, 96 ÷ 6)<br><br>Check Calculation Strategy Policy<br><br>Language – multiplier, multiplicand, factor and product; dividend, divisor ad quotient (see Maths |

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| | | | | | | Language – Parts of 4-Op) |

# Maths Medium Term Plan

## Year 4 2024-2025

## Spring 2

| Week | Week Beginning | Unit | Small Steps | N.C. Links | Enriching our Mathematicians | Notes / AOI |
|---|---|---|---|---|---|---|
| 1-6 | | Maths Skills | All sessions have a quick warm-up (3-5 mins), eg counting in the relevant times table / quick fire qs.<br>Each session will have a teach followed by a times table related activity. See WRM.<br>30 mins each | | | |
| 1-6 | | Maths Skills | Arithmetic focus or numbers, multiples and factors etc.<br>30 mins | | | 1 a week |
| 1-6 | | NSM Times Tables Programme | Follow the programme. | | | 5 times a week |
| 1 | 24-2-25 | Number: Multiplication and Division B | **Continued from Spring 1** | | | |
| 2<br>3 | 3-3-25<br>10-3-25 | Statistics | • **Step 1:** Interpret charts<br>• **Step 2:** Comparison, sum and difference<br>• **Step 3:** Interpret line graphs<br>• **Step 4:** Draw line graphs | • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.<br>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | |
| 4<br>5 | 17-3-25<br>24-3-25 | Measurement: Money | • **Step 1:** Write money using decimals<br>• **Step 2:** Convert between pounds and pence<br>• **Step 3:** Compare amounts of money<br>• **Step 4:** Estimate with money | • Estimate, compare and calculate different measures, including money in pounds and pence. | | See Notes for Fractions |

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| | | | • **Step 5:** Calculate with money<br>• **Step 6:** Solve problems with money | • Solve simple measure and money problems involving fractions and decimals to two decimal places. | | |
| 6 | 31-3-25 | Measurement: Area | • **Step 1:** What is area?<br>• **Step 2:** Count squares<br>• **Step 3:** Make shapes.<br>• **Step 4:** Compare area. | • Find the area of rectilinear shapes by counting squares. | NRICH Torn Shapes https://nrich.maths.org/4963 | |

# Maths Medium Term Plan

## Year 4 2024-2025

## Summer 1

| Week | Week Beginning | Unit | Small Steps | N.C. Links | Enriching our Mathematicians | Notes / AOI |
|---|---|---|---|---|---|---|
| 1-5 | | Maths Skills | All sessions have a quick warm-up (3-5 mins), eg counting in the relevant times table / quick fire qs.<br>Each session will have a teach followed by a times table related activity. See WRM.<br>30 mins each | | | |
| 1-5 | | Maths Skills | Arithmetic focus or numbers, multiples and factors etc.<br>30 mins | | | 1 a week |
| 1-5 | | NSM Times Tables Programme | Follow the programme. | | | 5 times a week |
| 1<br><br>½ of 2 | 21-4-25<br>(4 days)<br><br>1st ½ of 28-4-25 | Number: Addition and Subtraction (2 days)<br>Number: Multiplication and Division | Retrieval + and –<br>Retrieval X and ÷<br>Word Problems – multi-step | | NRICH Multiplication Square Jigsaw https://nrich.maths.org/content/id/5573<br><br>Puzzles and Problems Y3 and Y4 – Sandcastles | Check Calculation Strategy Policy<br><br>Language – addend and sum; minuend, subtrahend and difference; multiplier, multiplicand, factor and product; dividend, |

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| | | | | | | divisor ad quotient (see Maths |
| ½ of 2<br><br>3 | 2nd ½ of 28-4-25<br><br>5-5-25<br>(4 days) | Number: Fractions | **Retrieval**<br>•**Step 11:** Add two or more fractions<br>•**Step 12:** Add fractions and mixed numbers<br>•**Step 13:** Subtract two fractions<br>•**Step 14:** Subtract from whole amounts<br>•**Step 15:** Subtract from mixed numbers | • Recognise and show, using diagrams, families of common equivalent fractions.<br>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.<br>• 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.<br>• Add and subtract fractions with the same denominator. | | See Notes for Fractions |
| 4<br><br>5 | 12-5-25<br><br>19-5-25<br>(World Maths Day – date tbc; 23-5-25 – INSET) | Number: Decimals B | •**Step 1:** Make a whole with tenths<br>•**Step 2:** Make a whole with hundredths<br>•**Step 3:** Partition decimals<br>•**Step 4:** Flexibly partition decimals<br>•**Step 5:** Compare decimals<br>•**Step 6:** Order decimals<br>•**Step 7:** Round to the nearest whole number<br>•**Step 8:** Halves and quarters as decimals | • Compare numbers with the same number of decimal places up to two -decimal places.<br>• Round decimals with one decimal place to the nearest whole number.<br>• Recognise and write decimal equivalents to ¼, ½ and ¾.<br>• Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. | | |

# Maths Medium Term Plan

## Year 4 2024-2025

## Summer 2

| Week | Week Beginning | Unit | Small Steps | N.C. Links | Enriching our Mathematicians | Notes / AOI |
|---|---|---|---|---|---|---|
| 1-8 | | Maths Skills | All sessions have a quick warm-up (3-5 mins), eg counting in the relevant times table / quick fire qs.<br>Each session will have a teach followed by a times table related activity. See WRM.<br>30 mins each | | | |
| 1-8 | | Maths Skills | Arithmetic focus or numbers, multiples and factors etc.<br>30 mins | | | 1 a week |
| 1-8 | | NSM Times Tables Programme | Follow the programme. | | | 5 times a week |
| 1<br>2<br>3 | 2-6-25<br>9-6-25<br>16-6-25 | Measurement: Time | •**Step 1:** Years, months, weeks and days<br>•**Step 2:** Hours, minutes and seconds<br>•**Step 3:** Convert between analogue and digital times<br>•**Step 4:** Convert to the 24-hour clock<br>•**Step 5:** Convert from the 24-hour clock | • Read, write and convert time between analogue and digital 12-and 24-hour clocks.<br>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | NRICH Clocks https://nrich.maths.org/1812<br><br>NRICH 5 on the Clock https://nrich.maths.org/1981 | |
| 4<br>5 | 23-6-25<br>30-6-25 | Geometry: Shape | •**Step 1:** Understand angles as turns<br>•**Step 2:** Identify angles<br>•**Step 3:** Compare and order angles<br>•**Step 4:** Triangles<br>•**Step 5:** Quadrilaterals<br>•**Step 6:** Polygons<br>•**Step 7:** Lines of symmetry<br>•**Step 8:** Complete a symmetric figure | • Identify acute and obtuse angles and compare and order angles up to two right angles by size.<br>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.<br>• Identify lines of symmetry in 2-D shapes presented in different orientations. | NRICH Four Triangles Puzzles https://nrich.maths.org/141 | |

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| | | | | • Complete a simple symmetric figure with respect to a specific line of symmetry. | | |
| 6<br><br>7 | 7-7-25<br><br>14-7-25 | Geometry: Position and Direction | • **Step 1:** Describe position using coordinates<br>• **Step 2:** Plot coordinates<br>• **Step 3:** Draw 2-D shapes on a grid<br>• **Step 4:** Translate on a grid<br>• **Step 5:** Describe translation on a grid | • Describe positions on a 2-D grid as coordinates in the first quadrant.<br>• Plot specified points and draw sides to complete a given polygon.<br>• Describe movements between positions as translations of a given unit to the left/ right and up/ down. | | |
| 8 | 21-7-25<br>(2 days) | Consolidation | | | | |