Highgate Primary
Year 4 Maths Curriculum

WALT: We Are Learning To
WAP: We Are Practising

Number
Measurement
Geometry
Statistics

Spring 2: Flight

Week	Unit	National Curriculum objectives Possible lesson objectives	White Rose Maths (WRM) 'small steps'	Models and images representing number Key vocabulary	Reasoning (in addition to WRM questions)	Fluency
1	**Number** **Fractions (2)**					
	• add and subtract fractions with the same denominator. WAP adding fractions below 1 WALT add fractions which total more than 1 WAP subtracting from fractions which are smaller than 1 WALT subtract from fractions which are greater than 1 WALT subtract fractions from whole numbers		• Add fractions *(WRM revision)* • Add 2 or more fractions • Subtract fractions *(WRM revision)* • Subtract 2 fractions • Subtract from whole amounts	Bar model, numberline, part-whole model, grid	**What do you notice?** 5/5 – 1/5 = 4/5 4/5 – 1/5 = 3/5 Continue the pattern Can you make up a similar pattern for addition? **The answer is…** 3/5 What is the question? **Always, sometimes, never** Subtracting a fraction from a whole number leaves an amount which has a whole number part and a fraction part.	Converting units of measure Number facts: 12 times table and division
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 • solve simple measure and money problems involving fractions and decimals to two decimal places. WAP finding unit fractions of an amount WAP finding non-unit fractions of an amount WALT use models and numerical methods to calculate fractions of an amount WALT use numerical methods to calculate fractions of an amount WALT solve fraction problems		• Fractions of an amount (1) *(WRM revision)* • Fractions of an amount (2) *(WRM revision)* • Fractions of a quantity • Problem solving – fractions of quantities	Bar model, place value counters, counters	**What do you notice?** Find 4/6 of 24 Find 2/3 of 24 What do you notice? Can you write any other similar statements? **NRICH Chocolate** **NRICH Fractions in a Box** **NRICH Andy's Marbles**	Using times table facts to multiply and divide Number facts: revise 7 and 9 times tables and division

<table>
<tr><td>3</td><td colspan="5">Number
Decimals (1)</td></tr>
<tr><td></td><td>• recognise and show, using diagrams, families of common equivalent fractions
• recognise that hundredths arise when dividing tenths by ten
• recognise and write decimal equivalents of any number of tenths
• recognise and write decimal equivalents to ½

WAL about the equivalence of tenths and hundredths
WALT partition fractions into tenths and hundredths
WALT express tenths as decimal fractions
WALT use a place value grid to show decimal tenths
WALT count in decimal tenths</td><td>• Recognise tenths and hundredths
• Tenths as decimals
• Tenths on a place value grid
• Tenths on a number line</td><td>100 square, base-10, part-whole model, ten frame, bar model, number line, place value grid, counters, place value counters</td><td>Spot the mistake
Sixty tenths, seventy tenths, eighty tenths, ninety tenths, twenty tenths … and correct it.
Complete the pattern
by filling in the blank cells in this table:<table><tr><td>1/10</td><td>2/10</td><td>3/10</td><td></td></tr><tr><td>10/100</td><td>20/100</td><td></td><td>40/100</td></tr><tr><td>0.1</td><td></td><td>0.3</td><td></td></tr></table>Do, then explain
Add and label markings in tenths to this numberline:
3.6_____5.6
Explain your thinking.</td><td>Using times table facts to find fractions of amounts

Number facts: revise 11 and 12 times tables and division</td></tr>
<tr><td>4</td><td>• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
• recognise and write decimal equivalents of any number of hundredths
• find the effect of dividing a one- or two-digit number by 10, identifying the value of the digits in the answer as ones and tenths.

WALT use a place value grid to divide numbers with a decimal answer
WALT divide two-digit numbers using a place value grid
WALT use a number line to connect tenths and hundredths
WALT express hundredths as decimal fractions
WALT partition decimal hundredths in different ways</td><td>• Divide one-digit by 10
• Divide two-digits by 10
• Hundredths
• Hundredths as decimals</td><td>Ten frame, place value grid, counters, place value counters, number line, base-10
Introduce: Gattegno chart, rekenrek</td><td>What comes next?
83/100, 82/100, 81/100, __ __
31/100, 41/100, 51/100, __ __
Another and another
Write down a number with one decimal place which when multiplied by 10 gives an answer between 120 and 130.
... and another, … and another
Always, sometimes, never
To divide by 10 you just cross out a zero.</td><td>Multiplying and dividing by 10 and 100

Number facts: revise 3, 6 and 9 times tables and division</td></tr>
<tr><td>5</td><td>• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of</td><td>• Hundredths on a place value grid
• Divide 1 or 2-digits by 100</td><td>Place value grid, counters, part-whole model</td><td>Undoing
I divide a number by 100 and the answer is 0.3. What number did I start with?
What do you notice?
Divide a number by 100. Then multiply</td><td>Doubling, halving and quartering

Number facts: revise 2, 4 and 8 times tables and</td></tr>
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	the digits in the answer as ones, tenths and hundredths. WALT show decimal numbers on a place-value grid WALT use a part-whole model to show decimal numbers WALT divide 1-digit numbers by 100 WALT divide numbers with more than 1-digit by 100 WALT multiply and divide numbers by 10 or 100 [not WRM]			the result by 10. What do you notice? Can you explain why this happens? **Odd one out** 230 ÷10 = 23 230 ÷ 100 = 2.3 23 ÷10 = 2.3 Which is the odd one out, and why? Is there another way you could have answered?	division
6	**Warm-down week** **Consolidation with focus on mental and written calculation**				Number facts: multiplication and division round-up