**Maths Medium Term Planning**

**Year Four**

|  |  |
| --- | --- |
| **WR Block: Decimals** | **Summer Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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.
* Round decimals with one decimal place to the nearest whole number.
* Compare numbers with the same number of decimal places up to two decimal places.
* Solve simple measure and money problems involving fractions and decimals to two decimal places.
 | * Make a whole with tenths
* Make a whole with hundredths
* Partition decimals
* Flexibly partition decimals
* Compare decimals
* Order decimals
* Round to the nearest whole number
* Halves and quarters as decimals
 | **Y3*** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
 | **Y5*** Read and write decimal numbers as fractions [for example, 0.71 = 100/ 71 ].
* Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
* Round decimals with two decimal places to the nearest whole number and to one decimal place.
* Read, write, order and compare numbers with up to three decimal places.
* Solve problems involving number up to three decimal places.
* Solve problems which require knowing percentage and decimal equivalents of 1/2 , ¼,1/5, 2/5 and those fractions with a denominator of a multiple of 10 or 25.
 |
| **Key Vocabulary****New Vocabulary:**decimal point,decimal place | **Key Vocabulary:****Previous Year Group:**Decimal | **Stem Sentences:**\_\_ + \_\_\_ = 10 so \_\_\_\_ tenths + \_\_\_\_ tenths = 1 whole.\_\_ + \_\_\_ = 100 so \_\_\_\_ hundredths + \_\_\_\_ hundredths = 1 whole.The number is \_\_\_\_. There are \_\_\_ ones, \_\_\_ tenths and \_\_\_ hundredths.\_\_.\_\_ is greater than/ less than \_\_.\_\_\_. I know this because \_\_\_\_.\_\_\_\_ is closer to \_\_\_\_ than \_\_\_\_\_ so it rounds to \_\_\_\_. |
| **Concrete, Pictorial, Abstract Models/ Calculations** |