**Maths Medium Term Planning**

**Year Four**

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| **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** | | | |