**Maths Medium Term Planning**

**Year Four**

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| **WR Block: Number: Multiplication and Division B** | **Spring Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Recall multiplication and division facts for multiplication tables up to 12x12.
* Multiply two-digit and three-digit numbers by a one-digit number using formal written layouts.
* 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.
 | * Factor pairs
* Use factor pairs
* Multiply by 10
* Multiply by 100
* Divide by 10
* Divide by 100
* Related facts- multiplication and division
* Informal written methods for multiplication
* Multiply a 2-digit number by a 1-digit number
* Multiply a 3-digit number by a 1-digit number
* Divide a 2-digit number by a 1-digit number (1)
* Divide a 2-digit number by a 1-digit number (2)
* Divide a 3-digit number by a 1-digit number
* Correspondence problems
* Efficient multiplication
 | **Y3:*** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
* Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
* Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
 | **Y5:*** Multiply numbers up to 4 digits by a one-digit number using a formal written method, including long multiplication for two-digit numbers.
* Multiply and divide numbers mentally drawing upon known facts.
* Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
* Solve problems involving addition, subtraction, multiplication and division and a combination of these including understanding the meaning of the equal sign.
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| **Key Vocabulary****New Vocabulary:**Factor, product, remainder | **Key Vocabulary:****Previous Year Group:**groups oftimes, once, twice, three times ... ten timesrepeated additiondivide, divided by, divided into, share, share equallyleft, left over, one each, two each, three each ... ten each, group in pairs, threes ... tens, equal groups of, row, columnmultiplication tablemultiplication fact, division fact | **Stem Sentences**\_\_\_ = \_\_\_ x \_\_\_, so \_\_\_ and \_\_\_\_ are a factor pair of \_\_\_.\_\_\_ has \_\_\_\_ factors altogether.I can use the factor pairs of \_\_\_ to find an equivalent calculation because...\_\_\_ x 10 = \_\_\_There are \_\_\_ tens in \_\_\_.\_\_\_ is 10/ 100 times the size of \_\_\_.\_\_\_ is one-tenth/ one-hundredth the size of \_\_\_.I know \_\_\_ is a multiple of ten because \_\_\_.\_\_\_ x \_\_\_ ones is \_\_\_ so \_\_\_ tens x \_\_\_ tens is equal to \_\_\_\_.\_\_\_ can be partitioned into \_\_\_ and \_\_\_\_. I can then divide each part.\_\_\_ tens multiplied by \_\_\_ plus the ten I exchange is equal to \_\_\_ tens. I cannot share all of the tens equally, so I need to ...I am dividing by \_\_\_, then the greatest possible remainder is \_\_\_. |
| **Concrete, Pictorial, Abstract Models/ Calculations****Multiplication** |
| **Division** |