**Maths Medium Term Planning**

**Year Four**

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| **WR Block 1: Place Value** | **Autumn Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Find 1000 more or less that a given number.
* Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).
* Order and compare numbers beyond 1000.
* Identify, represent and estimate numbers using different representations.
* Round any number to the nearest 10,100 and 1000.
* Solve a number and practical problems that involve all of the above and with increasingly large positive numbers.
* Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.
 | * Represent numbers to 1,000
* Partition numbers to 1,000
* Number line to 1,000
* Thousands
* Represent numbers to 10,000
* Partition numbers to 10,000
* Flexible partitioning of numbers to 10,000
* Find 1, 10, 100, 1,000 more or less
* Number line to 10,000
* Estimate on a number line to 10,000
* Compare numbers to 10,000
* Order numbers to 10,000
* Roman numerals
* Round to the nearest 10
* Round to the nearest 100
* Round to the nearest 1,000
* Round to the nearest 10, 100 and 1,000
 | **Y3*** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
* Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
* Compare and order numbers up to 1000.
* Identify, represent and estimate numbers using different representations.
* Read and write numbers up to 1000 in numerals and in words.
* Solve number problems and practical problems involving these ideas.
 | **Y5*** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
* Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
* Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
* Solve number problems and practical problems that involve all of the above.
* Read Roman numerals 10 1000 (M) and recognise years written in Roman numerals.
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| **Key Vocabulary****New Vocabulary:**ten thousand, hundred thousand, million, sixes, sevens, nines, twenty-fives, next, consecutive, integer, positive, negative, above/below zero, minus, negative numbersone thousand more, one thousand less | **Key Vocabulary:****Previous Year Group:**eights, fifties and so on to hundreds, factor ofrelationship, Roman numeralsone hundred more, one hundred less, approximate, approximatelyround, nearest, round to the nearest ten, hundred, round up, round down, consecutive | **Stem Sentences**There are \_\_\_ thousands, \_\_\_ hundreds, \_\_\_ tens, \_\_\_ ones. The number is \_\_\_. When a number has no \_\_\_, we use a zero as a placeholder. The difference in value between the start and end of the number line is \_\_\_\_. There are \_\_\_ intervals. Each interval is worth. One thousand is equal to \_\_\_ hundreds, so \_\_\_ thousand is equal to \_\_\_ hundreds.\_\_\_ is greater than/ less than \_\_\_. I know this because \_\_\_.  |
| **Concrete, Pictorial, Abstract Models/ Calculations**   |