**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. |
| **Key Vocabulary**  **New Vocabulary:**  ten thousand, hundred thousand, million, sixes, sevens, nines, twenty-fives, next, consecutive, integer, positive, negative, above/below zero, minus, negative numbers  one thousand more, one thousand less | **Key Vocabulary:**  **Previous Year Group:**  eights, fifties and so on to hundreds, factor of  relationship, Roman numerals  one hundred more, one hundred less, approximate, approximately  round, 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** | | | |