**Maths Medium Term Planning**

**Year Four**

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| **WR Block: Number: Fractions** | **Spring Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Count up and down in hundredths; recognise that hundredths arise when dividing anobject by one hundred and dividing tenths by ten.
* Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a wholenumber.
* Add and subtract fractions with the same denominator.
* Recognise and write decimal equivalents of any number of tenths or hundredths.
* Recognise and write decimal equivalents to ¼, ½, ¾.
* Find the effect of dividing a one- or two-digit number by 10 and 100, identifying thevalue 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.
 | * Understand the whole
* Count beyond 1
* Partition a mixed number
* Number lines with mixed numbers
* Compare and order mixed numbers
* Understand improper fractions
* Convert mixed numbers to improper fractions
* Convert improper fractions to mixed numbers
* Equivalent fractions on a number line
* Equivalent fraction families
* Add two or more fractions
* Add fractions and mixed numbers
* Subtract two fractions
* Subtract from whole amounts
* Subtract from mixed numbers
 | **Y3:*** Count up and down in tenths; recognise that tenths arise from dividing an object into10 equal parts and in dividing one-digit numbers or quantities by 10.
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* Recognise and use fractions as numbers: unit fractions and non-unit fractions withsmall denominators.
* Recognise and show, using diagrams, equivalent fractions with small denominators.
* Add and subtract fractions with the same denominator within one whole [for example,+ =].
* Compare and order unit fractions, and fractions with the same denominators.
* Solve problems that involve all of the above.
 | **Y5:** * Compare and order fractions whose denominators are all multiples of the same number.
* Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
* Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5= 65 = 1 and 1/5 ].
* Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
* Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
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| **Key Vocabulary****New Vocabulary:**sixths, sevenths, eighths, tenths … | **Key Vocabulary:****Previous Year Group:**hundredthsdecimal, decimal fraction, decimal point,decimal place, decimal equivalentproportion | **Stem Sentences**The whole has been divided into \_\_\_ equal parts. \_\_\_\_ has been shaded. To make one whole, I need to shade\_\_\_ more parts. There are \_\_\_\_ wholes and \_\_\_\_ parts. The mixed number is \_\_\_\_\_.First I will compare the \_\_\_\_. If they are the same, I will compare the \_\_\_\_.An improper fraction is a fraction where the numerator is \_\_\_\_ than the denominator. When the denominators are the same, to add the fractions we add the \_\_\_\_.When the denominators are the same, to subtract the fractions we subtract the \_\_\_\_. |
| **Concrete, Pictorial, Abstract Models/ Calculations**  |