**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 an object 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 whole number. * 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 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. | * 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 into 10 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 with small 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. |
| **Key Vocabulary**  **New Vocabulary:**  sixths, sevenths, eighths, tenths … | **Key Vocabulary:**  **Previous Year Group:**  hundredths  decimal, decimal fraction, decimal point,  decimal place, decimal equivalent  proportion | **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** | | | |