**Maths Medium Term Planning**

**Year Four**

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| **WR Block: Decimals A** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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. | * Tenths as fractions * Tenths as decimals * Tenths on a place value chart * Tenths on a number line * Divide a 1-digit number by 10 * Divide a 2-digit number by 10 * Hundredths as fractions * Hundredths as decimals * Hundredths on a place value chart * Divide a 1 or 2-digit number by 100 | **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. | **Y5**   * Read and write decimal numbers as fractions [for example, 0.71 = 100/ 71 ]. * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. * Round decimals with two decimal places to the nearest whole number and to one decimal place. * Read, write, order and compare numbers with up to three decimal places. * Solve problems involving number up to three decimal places. * Solve problems which require knowing percentage and decimal equivalents of 1/2 , ¼,1/5, 2/5 and those fractions with a denominator of a multiple of 10 or 25. |
| **Key Vocabulary**  **New Vocabulary:**  decimal point,  decimal place | **Key Vocabulary:**  **Previous Year Group:**  decimal | **Stem Sentences**  When a whole is split into 10 equal parts, one of those parts is worth \_\_\_.  Zero point \_\_\_\_ is equal to \_\_\_\_ tenths.  \_\_\_\_ as a fraction/ decimal is \_\_\_\_.  The start point is \_\_\_\_. The end point is \_\_\_\_. The number line is counting in \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |