**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.
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| **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**  |