Year 4 Medium Term Plan

Year 4: Block A Counting, partitioning and calculating
Block 1 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols			B1 C1 A2 B2 C2, B3 C3
• Partition, round and order four-digit whole numbers; use positive and negative numbers in context and position them on a number line; state inequalities using the symbols < and > (e.g. –3 > –5, –1 < +1)	CUN		A3
• Recognise and continue number sequences formed by counting on or back in steps of constant size			A2 A3
• Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000	KNF		B1 B3
• Add or subtract mentally pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35)	C		D1 A2 A3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF		B1 E1 A2 B2 D2 E2 A3 B3 E3
• Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers), understanding the effect; relate to scaling up or down	C		A2
• Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves			B2 B3
• Use a calculator to carry out one-step and two-step calculations involving all four operations; recognise negative numbers in the display, correct mistaken entries and interpret the display correctly in the context of money	C		A3
• Use knowledge of rounding, number operations and inverses to estimate and check calculations			B1 A2 B2 A3 B3

Year 4: Block B Securing number facts, understanding shapes
Block 1 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples			B2 B3
• Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate			D1 D2 B3 A3 D3
• Use knowledge of rounding, number operations and inverses to estimate and check calculations		A1	A2 B2 A3 B3
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1	C1 A2 B2 C2 B3 C3
• Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000	KNF	A1	B3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1	E1 A2 B2 D2E2 A3 B3 E3
• Draw polygons and classify them by identifying their properties, including their line symmetry	US		B2 B3
• Visualise 3-D objects from 2-D drawings; make nets of common solids	US		B2 B3

Year 4: Block C Handling data and measures
Unit 1 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers			C2 C3
• Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate	HD		C2 C3
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1 B1	A2 B2 C2 B3 C3
• Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)	M		D1 C2 D2 C3 D3

• Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit	M		D1 C2 D2 C3 D3

Year 4: Block D Calculating, measuring and understanding shape
Unit 1 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate		B1	D2 A3 B3 D3
• Add or subtract mentally pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35)	C	A1	A2 A3
• Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)	M	C1	C2 D2 C3 D3
• Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit	M	C1	C2 D2 C3 D3
• Read time to the nearest minute; use am, pm and 12-hour clock notation; choose units of time to measure time intervals; calculate time intervals from clocks and timetables	M		D3
• Recognise horizontal and vertical lines; use the eight compass points to describe direction; describe and identify the position of a square on a grid of squares			D2

Year 4: Block E Securing number facts, calculating, identifying relationships
Unit 1 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem			E2 E3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1	A2 B2 D2 E2 A3 B3 E3
• Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths			E2 E3

• Use diagrams to identify equivalent fractions (e.g. $^{6}/_{8}$ and $^{3}/_{4}$, or $^{70}/_{100}$ and $^{7}/_{10}$); interpret mixed numbers and position them on a number line (e.g. $3^{1}/_{2}$)	CUN		E2 E3
• Identify pairs of fractions that total 1			E2
• Find fractions of numbers, quantities or shapes (e.g. $^{1}/_{5}$ of 30 plums, $^{3}/_{8}$ of a 6 by 4 rectangle)	C		E2 E3

Year 4: Block A Counting, partitioning and calculating
Unit 2 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1 B1 C1	B2 C2 B3 C3
• Recognise and continue number sequences formed by counting on or back in steps of constant size		A1	A3
• Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line	CUN		D2 A3 D3
• Add or subtract mentally pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35)	C	A1 D1	A3
• Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £.p			D2 A3 D3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1	B2 D2 E2 A3 B3 E3
• Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers), understanding the effect; relate to scaling up or down	C	A1	
• Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)	C		D2 A3 E3
• Use knowledge of rounding, number operations and inverses to estimate and check calculations		A1 B1	B2 A3 B3

Year 4: Block B Securing number facts, understanding shapes
Unit 2 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples		B1	B3
• Use knowledge of rounding, number operations and inverses to estimate and check calculations		A1 B1 A2	A3 B3
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1 B1 C1 A2	C2 B3 C3
• Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves		A1	B3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1 A2	D2 E2 A3 B3 E3
• Draw polygons and classify them by identifying their properties, including their line symmetry	US	B1	B3
• Visualise 3-D objects from 2-D drawings; make nets of common solids	US	B1	B3

Year 4: Block C Handling data and measures
Unit 2 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers		C1	C3
• Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate	HD	C1	C3
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1 B1 C1 A2 B2	B3 C3
• Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)	M	C1 D1	D2 C3 D3
• Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit	M	C1 D1	D2 C3 D3

• Compare the impact of representations where scales have intervals of differing step size			C3

Year 4: Block D Calculating, measuring and understanding shape Unit 2 10 days			
Objectives End-2f-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate		B1 D1	A3 B3D3
• Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £.p		A2	A3 D3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1 A2 B2	E2 B3 E3
• Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)	C	A2	A3 E3
• Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line	CUN	C1	A3 D3
• Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)	M	C1 D1 C2	C3 D3
• Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit	M	C1 D1 C2	C3 D3
• Draw rectangles and measure and calculate their perimeters; find the area of rectilinear shapes drawn on a square grid by counting squares			D3
• Know that angles are measured in degrees and that one whole turn is 360°; compare and order angles less than 180°			D3
• Recognise horizontal and vertical lines; use the eight compass points to describe direction; describe and identify the position of a square on a grid of squares		D1	

Year 4: Block E Securing number facts, calculating, identifying relationships Unit 2 15 days			
Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent Units
• Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem		E1	E3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1 A2 B2 D2	A3 B3 E3
• Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths		E1	E3
• Use diagrams to identify equivalent fractions (e.g. $^{6}/_{8}$ and $^{3}/_{4}$, or $^{70}/_{100}$ and $^{7}/_{10}$); interpret mixed numbers and position them on a number line (e.g. $3^{1}/_{2}$)	CUN	E1	E3
• Identify pairs of fractions that total 1		E1	
• Find fractions of numbers, quantities or shapes (e.g. $^{1}/_{5}$ of 30 plums, $^{3}/_{8}$ of a 6 by 4 rectangle)	C	E1	E3

Year 4: Block A Counting, partitioning and calculating
Unit 3 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate		B1 D1 D2	B3 D3
• Partition, round and order four-digit whole numbers; use positive and negative numbers in context and position them on a number line; state inequalities using the symbols < and > (e.g. –3 > –5, –1 < +1)	CUN	A1	
• Recognise and continue number sequences formed by counting on or back in steps of constant size		A1 A2	
• Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line	CUN	A2 D2	D3
• Add or subtract mentally pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35)	C	A1 D1 A2	
• Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £.p		A2 D2	D3
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1 A2 B2 D2 E2	B3 E3
• Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)	C	A2 D2	E3
• Use a calculator to carry out one-step and two-step calculations involving all four operations; recognise negative numbers in the display, correct mistaken entries and interpret the display correctly in the context of money	C	A1	
• Use knowledge of rounding, number operations and inverses to estimate and check calculations		A1 B1 A2 B2	B3

Year 4: Block B Securing number facts, understanding shapes
Unit 3 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples		B1 B2	

Year 4: Block B Securing number facts, understanding shapes Unit 3 15 days			
• Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate		B1 D1 D2 A3	D3
• Use knowledge of rounding, number operations and inverses to estimate and check calculations		A1 B1 A2 B2 A3	
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1 B1 C1 A2 B2 C2	C3
• Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000	KNF	A1 B1	
• Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves		A1 B2	
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1 A2 B2 D2 E2 A3	E3
• Draw polygons and classify them by identifying their properties, including their line symmetry	US	B1 B2	
• Visualise 3-D objects from 2-D drawings; make nets of common solids	US	B1 B2	

Year 4: Block C Handling data and measures Unit 3 10 days			
Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers		C1 C2	
• Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate	HD	C1 C2	
• Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols		A1 B1 C1 A2 B2 C2 B3	

Year 4: Block C Handling data and measures Unit 3 10 days			
• Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)	M	C1 D1 C2 D2	D3
• Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit	M	C1 D1 C2 D2	D3
• Compare the impact of representations where scales have intervals of differing step size		C2	

Year 4: Block D Calculating, measuring and understanding shape Unit 3 10 days			
Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate		B1 D1 D2 A3 B3	
• Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £.p		A2 D2 A3	
• Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line	CUN	A2 D2 A3	
• Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)	M	C1 D1 C2 D2 C3	
• Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit	M	C1 D1 C2 D2 C3	
• Read time to the nearest minute; use am, pm and 12-hour clock notation; choose units of time to measure time intervals; calculate time intervals from clocks and timetables	M	D1	
• Draw rectangles and measure and calculate their perimeters; find the area of rectilinear shapes drawn on a square grid by counting squares		D2	
• Know that angles are measured in degrees and that one whole turn is 360°; compare and order angles less than 180°		D2	

Year 4: Block E Securing number facts, calculating, identifying relationships
Unit 3 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
• Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem		E1 E2	
• Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple	KNF	A1 B1 E1 A2 B2 D2 E2 A3 B3	
• Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)	C	A2 D2 A3	
• Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths		E1 E2	
• Use diagrams to identify equivalent fractions (e.g. $^{6}/_{8}$ and $^{3}/_{4}$, or $^{70}/_{100}$ and $^{7}/_{10}$); interpret mixed numbers and position them on a number line (e.g. $3^{1}/_{2}$)	CUN	E1 E2	
• Find fractions of numbers, quantities or shapes (e.g. $^{1}/_{5}$ of 30 plums, $^{3}/_{8}$ of a 6 by 4 rectangle)	C	E1 E2	
• Use the vocabulary of ratio and proportion to describe the relationship between two quantities (e.g. 'There are 2 red beads to every 3 blue beads, or 2 beads in every 5 beads are red'); estimate a proportion (e.g. 'About one quarter of the apples in the box are green')			

Key	
CUN	Counting and understanding
HD	Handling data
KNF	Knowing and using number facts
C	Calculating
US	Understanding shape
M	Measuring