Y4 medium-term immersion plan - learning sequence 1

Week	1	2	3	<mark>4</mark>	<mark>5</mark>	6	7	8	9	<mark>10</mark>	<mark>11</mark>	12
Number and place value	 count in r and <u>10, 1</u> order and beyond 1 find <u>10, 1</u> find <u>10, 1</u> less than recognise each digi (thousan ones) 4 read Rom to C) 4N know that system concept of 4N3b compare history with identify, r numbers represen resources when con 4N4a round an 10, 100 of estimation when usi instrume solve nur problems above ar positive r 	multiples of 6 100 and 1000 d compare nu 1000 4N2a 1000 and 1000 a given num e the place va it in a four-dig ds, hundreds N3a nan numerals 13b 13b 13b 13b 14 over time, the changed to include of zero and place 14 over time, the changed to include 15 over time, the changed to include 16 over time, the changed to include 17 over time, the changed to include 18 over time, the changed to include 18 over time, the changed to include 18 over time, the 18 over time, the changed to include 18 over time, the the over time, the changed to include 18 over time, the 18 over time, the	AN1 mbers more or ber 4N2b alue of it number , tens, and to 100 (I to 100 (I	 count b include relate to 4N5 order an includin 	ackwards thro negative num o their use in ro nd compare nu g negative num	ugh zero to bers and eal life mbers nbers	• count in m - relate c	iultiples of 6, ounting in 6s	.7, 9, 25 and to counting i	t <u>10, 100</u> and n 60s ready for	d 1000 4N1 r converting ur	hits of time
Multiplication and division	 derive, us relating to represent identify p 	o the 3 x table t the multiplica atterns and re	asingly fluent () 4C6a Ition tables usi lationships wit	ng concrete hin times tal	resources and J bles (including	pictorial represe rules for divisib	entations ility)			C (exploring	the 6 and 9x	tables and
Addition and subtraction	• use know	n facts to deri	ve new facts ar add and subtrivalue 40 estimate add and s understar - know - calcul - add a - add a - add a - add a	nd inverse fa subtract nur raction when and use inv ubtract men nding and to when and h late what mu nd subtract ind subtract dition and su to use and	cts mbers with up re appropriate verse operation tally using cond include: now to use jotti ust be added to a pair of 2 digit 3 digit multiple ubtraction two- why (within ku	to 4 digits usin using concrete ns to check and crete resources ngs to support of any three digit numbers e.g. 3 s of 10 e.g. 620 step problems nown number c	g the formal w resources to rep swers to a calc and pictorial rep conservation of number to mai 8 + 86 – 380 – in contexts, de ompetency) 40	ritten method present and u ulation 4C3 presentations number «e the next m eciding which	ds of column inderstanding to support ultiple of 100 n operations	ar addition ; of place and		
Geometry						 draw 2-d compare shapes, parallelo triangles based or identify li presente variety of complete respect t (including dissect ti identify a and orde 	shapes with inc , identify and o including quad gram, trapezium (isosceles, sca their propertie nes of symmet d in different of contexts) 40 a simple symmet o a specific line g where the line he original shap icute and obtus trangles up to	reasing accur classify geon rilaterals (rho m and rectar alene and eq es and sizes try in 2-D sha rientations (a 32b metric figure e of symmetric of symmetric of symmetric se angles an two right ang	acy netric ombus, ngle) and uilateral), 4G2a apes and in a with ry ry does not d compare gles by size			

	 draw and construct symmetric patterns and shapes in different orientations and using different media
Measurement	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 4M7a
Statistics	 interpret and present discrete data using appropriate graphical methods, including bar charts 4S1 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 4S2



Y4 medium-term immersion plan - learning sequence 2

Week	8 8	3	<mark>4</mark>	<mark>5</mark>	6	7	8	9	<mark>10</mark>	<mark>11</mark>	12
Fractions (including decimals)	 count up and dow continue to re recognise that hu of measurement link to place va relate decimal compare and orde recognise the place add and subtract recognise and wr recognise and wr compare numbers order decimal 	In in hundredths a late counting in te ndredths arise wh 4F1 alue notation to division r unit fractions and e value of each dig fractions with the ite decimal equiva s with the same n s with up to 2 deci	and tenths inc nths to countinen dividing a point of a whole diffractions with it to two decires same denominations alents to $\frac{1}{4}$; alents of any sumber of decires mal places	luding bridging ng in known an object by number by te h the same d nal places ninator i.e. w $\binom{3}{2}$, $\binom{3}{4}$ and number of te simal places	ng through tent multiples e.g. r a hundred and en and later 100 lenominators 3 where the denor relate to mone enths or hundr up to two deci	hs and ones 4 elate counting i I dividing tenth F3 <i>(continued fi</i> ninator is 10 or y and decimal n edths 4F6b mal places 4	F1 n multiples o s by ten and rom Y3) 100 4F4 neasures 41 F8	of 6 to countin d relate to pou	g in multiples o Inds and pence	f 0.6 and other dec	imal units
	 represent num round decimals w find the effect of c solve simple mean 	hbers with up to tw ith one decimal p dividing a one- or sure and money	vo decimal pla lace to the ne two-digit nun problems inve	ces in severa earest whole ober by 10 a olving fractio	Il ways includin e number and r and 100, identif ons and decim	g on a number I elate to roundin ying the value als to two decin multiplication	ine ng whole num of the digits mal places	mbers, money in the answe 4F10b	and decimal m or as ones, ten	easures 4F7 ths and hund	redths 4F9
Multiplication and division	4C6a use place value, I numbers 4C6b - understand th • recognise and us - understand th • solve problems in connected to model	relate 12x, relate 12x, relate 12x a known and derive nat multiplication e factor pairs and at multiplication is volving multiplyin biosts 408	6x, 3x and 4x and 6x tables t d facts to mu can be done commutative g and adding	tables identified to chronology in any order ty in mental ty but that div the but that div	fying common r y e.g. count in r vide mentally, when multiply calculations ision is not using integer se	nultiples and m nultiples of 60 ncluding: multi ing three numb 4 C6c caling problem	and division aking links to iplying by 0 pers e.g. 2 x s and harde	and 1; dividir $3 \times 4 = 3 \times 4$ er correspond	g by 1; multipl x 2 = 4 x 3 x 2 ence problems	lying together 2 = 24 s such as n ol	three bjects are
Addition and subtraction	connected to m o	bjects 4C8 • add and and hund and sub - and sub - - • estimate 4C3 • add and represent - • add - • solve ac which op	subtract num dredths) using traction when the this to more g concrete res- erstanding and and use inve- subtract num tations to sup w when and he ulate what mu tiple of 1000 e and subtract a and subtract a and subtract a ulate what mu to a unit with te 7.2 + \Box = 8 wledge of place dition and sub-	bers with up the formal e appropriat ey and measu ources and p d communica erse operation port underst ow to use jot st be added to 00 and then a .g. 4087 + a pair of 2 dig digit multip st be added to enths and hum and relate to the value btraction two methods to	p to 4 digits (in written method e 4C2 ures using decir ictorial represent ation ons to check a y using concrete anding and to i tings to suppor to any three dig any 4 digit num = 5000 git numbers e.g. les of 10 e.g. 62 to a decimal wi ndredths to ma o money, decima o step problem	cluding decima is of columnar inal notation intations to support inswers to a cal resources and include; t conservation of it number to m ber to make the 38 + 86 0 - 380 th units and ten ke the next who al measures and is in contexts, 4C4	l tenths addition port lculation pictorial of number ake the e next ths and ole number d	 add and mentall and pict support include; par bad thr tim 	subtract numb y using concret orial represent understanding titioning, count k in minutes, a ough 60 when c e	ers ations to ations to and to ing on and nd bridging calculating	
Measurement			convert to metre - relat - use und - reco to n estimate	between diff e; hour to min te to underst decimal nota erstand how ord metric me ognise decima neasure e, compare a	ferent units of nute] 4M5 anding of place ation when reco money looks o easures using de al equivalents to and calculate c	measure [e.g. value rding money an n a calculator di ccimal notation o 1/4; 1/2; 3/4 lifferent measu	kilometre Id isplay and relate Ires.	 read, w betwee and 24- with inc solve p convert minutes years to 4M4c 	rite and conve n analogue an hour clocks ar reasing fluency roblems involv ing from hours s; minutes to s o months; wee	ort time d digital 12 d recall d recall d 4M4a/b ring s to econds; ks to days	

- including money in pounds and pence 4M1/2/9
 - explore and use these strategies in a range of contexts
 - including those that involve practical uses of measure
 - measure with increasing accuracy and record using
 - decimal notation

- interpret and present discrete and continuous data using appropriate graphical methods - time graphs
 - use cross curricular links through subjects such as science, geography, history and PE when appropriate
 - begin to understand the difference between discrete and continuous data
- solve comparison, sum and difference problems using information presented in tables and other graphs (e.g. graphs and tables relating to timed events) 4S2



Statistics

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Y4 medium-term immersion plan - learning sequence 3

Week	1	2	3	<mark>4</mark>	<mark>5</mark>	6	7	8	9	<mark>10</mark>	<mark>11</mark>	12
Geometry	 draw 2-D s begin to id which are compare quadrilate sizes 40 describe given unit describe quadrant plot speci polygon identify lin different of complete specific lin symmetry 	shapes with in dentify simple cubes or cubo and classify g erals and triar G2a movements b t to the left/rig positions on a 4P3a ified points ar 4P3b nes of symmet prientations (a a simple sym ne of symmet y does not dis	creasing accur nets 3-D shapo ids geometric sha ngles, based o between positi ht and up/dov a 2-D grid as o and draw sides etry in 2-D sha and in a variet metric figure try (including v sect the origin	racy es e.g. unfold apes, includin on their prop ions as trans wn 4P2 coordinates to complete apes presen ty of context with respect where the lin nal shape)	l packets ng erties and slations of a in the first a given ted in s) 4G2b t to a he of 4G2c							
	symmetry	/ 0065 1101 015	 recall mu 	ltiplication a	nd division fac	ts for multiplic	cation tables	up to 12 × 12	4C6a			
			- reaso	on and genera	alise through in	vestigation rul	es for <mark>divisibi</mark> l	ity for multipli	cation tables			
			 use place multiplyin 	e value, knov na together t	wn and derive bree numbers	d facts to mult	iply and divid	e mentally, in	cluding: mult	iplying by 0 ar	nd 1; dividing l	oy 1;
			- deriv	e new facts f	rom known fac	ts with increas	ing fluency e.g	<mark>. if 6 x 3 = 18 t</mark>	hen 60 x 3 = 1	<mark>80 etc.</mark>		
			<mark>- unde</mark>	rstand when	<mark>it is and isn't p</mark>	ossible to use t	he inverse op	eration to solv	e missing num	ber questions	e.g. 240 ÷□= 3	
			- use k	nown strateg	gies e.g. partitic brackets	oning before m	ultiplying (dist	tributive law) o	e.g. 36 x 4 = (3	0 x 4) + (6 x 4) :	<mark>= 120 + 24 = 14</mark>	4 ensuring
			 recognise 	e and use fa	ctor pairs and	commutativity	/ in mental ca	lculations 4	IC6c			
			- use u	<mark>understandir</mark>	ng that multipl	<mark>lication can be</mark>	done in any	order e.g. 20	<u>x 3 x 4 = 3 x</u>	<mark>4 x 20 = 4 x 3</mark>	<mark>8 x 20 = 240 (</mark> a	associative
Multiplication			 multiply t 	wo-digit and	three-digit nu	mbers by a or	ne-digit numb	er using form	al written lavo	out using con	crete resources	s and
and division			pictorial r	representatio	n to support ur	nderstanding a	nd communica	ation 4C7				_
			1. TO x (2. TO x (O no exchang O extra digit	ge in the answer							
			3. TO x	O with excha	nge of ones int	o tens						
			4. HTO 2	x O with no e	xchange							
			5. нто у 6. нто у	x O with excr x O with exch	lange of ones to lange of tens in	o tens ito hundreds						
			7. HTO 3	x O with exch	ange of ones in	nto tens and te	ns into hundro	eds				
			 divide two to ÷ 0 	o-digit and t	hree-digit num	bers by a one	-digit numbe	r where the a	nswer is exac	t i.e. no rema	inders	
			2. TO÷	O with exchange	nge no remain	der						
			<mark>3. нто</mark> -	÷ O no excha	nge and no rem	nainder						
			4. HTO - 5. HTO -	÷ O with excl ÷ O with excl	nange of hundro nange of tens in	eds into tens ito ones						
			<i>6.</i> НТО -	÷ O with exch	ange of hundr	eds into tens a	n <mark>d tens</mark> into o	nes				
			7. When	re there are z	eros in the quo	tient e.g. 816 +	+ 4=204 ipoluding upi	na tha diatribu	itivo lourto m	ultiply two dia	it numbere by	ono digit
			 solve pro integer so people co meal on a 	caling proble ost? and harc a menu or th	ems e.g. makin ler correspond aree cakes sha	g and adding, g measuremen lence problem ared equally b	its 4 times long its such as n o etween 10 ch	ger or if one particular sobjects are co nildren 4C8	ack of sweets i onnected to m	s £1.20 how m objects e.g. i	numbers by nuch will sweet numbers of ch	s for 12 noices of a
					order an	d compare frac	tions of quant	tities and shap	e in practical o	ontexts		
					 recognis use 	se and show, u	using diagram	ns, families of rial representa	common equ	ivalent fractio	ons 4F2	tion families
					- use	factors and mu	Itiples to reco	gnise equivale	nt fractions ar	id simplify whe	ere appropriate	e (e.g. ⁶ / ₉ =
					² / ₃ 0	$r^{1}/_{4} = \frac{2}{8}$						
					 add and including 	subtract fract	ions with the	same denom	inator 4F4			
Fractions					- reca	" Il pairs of fracti	ons with the s	ame denomin	ator that total	1		
(including					- add	and subtract p	airs of fractior	is with the san	ne denominate	or bridging thro	ough 1	
					- in a	variety of cont	exts ne decimal p	ace to the po	arest whole r	umber and re	late to roundi	ng whole
					numbers	s, money and	decimal mea	sures 4F7				

 in the answer as ones, tenths and hundredths 4F9 solve problems involving increasingly harder fractions to calculate quantities, and fractions to di quantities, including non-unit fractions where the answer is a whole number 4F10a link to arrays in multiplication, known factor pairs and multiplication and division facts make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities solve simple measure and money problems involving fractions and decimals to two decimal pla 4F10b 	divide e aces
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	•	find the area of rectilinear shapes by counting squares and link to arrays in multiplication 4M7b convert between different units of measure [e.g. kilometre to metre;	 read, write and convert time between analogue and digital 12 and 24-hour clocks
Measurement		hour to minute] 4M5	• solve problems
	•	solve simple problems involving	involving converting
		converting between different units	from hours to
		of measure [e.g. kilometre to	minutes; minutes to
		metre]	seconds; years to
	•	calculate different measures including money in pounds and pence 4F9	days 4M4c



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