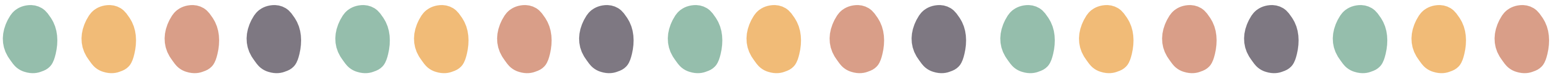


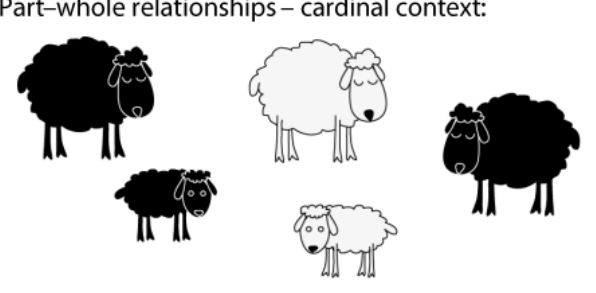
Y4 - Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Unit	1	2	3		4	5	6	7	8	9	10	11	12

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Spring 2	Review of fractions (1 week)
Ready to progress	3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
NCETM documents	3.1 Preparing for fractions: the part-whole relationship https://www.ncetm.org.uk/classroom-resources/primm-301-preparing-for-fractions-the-part-whole-relationship/
Small steps	To identify a whole and the parts that make it up. To identify the number of equal or unequal parts in a whole. To identify equal parts when they do not look the same. To explain the size of the part in relation to the whole. To construct a whole when given a part and the number of parts.
Links	NCETM- https://www.ncetm.org.uk/classroom-resources/primm-301-preparing-for-fractions-the-part-whole-relationship/ OAK https://www.thenationalacademy/teachers/programmes/maths-primary-ks2/units/review-of-fractions/lessons?sid-a076f8=r_rv5qs6Pl&sm=0&src=3 WHITE ROSE https://assets.whiteroseeducation.com/new-schemes/Y4%20Spring%20Block%203%20SOL%20Fractions.pdf Mastery with greater depth https://www.ncetm.org.uk/media/x45na0cs/mastery_assessment_y4.pdf
Reasoning	Spot the mistake sixty tenths, seventy tenths, eighty tenths, ninety tenths, twenty tenths ... and correct it. What comes next? 83/100, 82/100, 81/100,,, 31/100, 41/100, 51/100,, What do you notice? 1/10 of 100 = 10 1/100 of 100 = 1 2/10 of 100 = 20 2/100 of 100 = 2 How can you use this to work out 6/10 of 200? 6/100 of 200? True or false? 1/20 of a metre = 20cm 4/100 of 2 metres = 40cm Missing symbol Put the correct symbol < or > in each box 3.03 3.33 0.37 0.32 What needs to be added to 3.23 to give 3.53? What needs to be added to 3.16 to give 3.2? Do, then explain Circle each decimal which when rounded to the nearest whole number is 5. 5.3 5.7 5.2 5.8 Explain your reasoning



	Review of fractions (1 week)
Problem solving	 Click on me
Glossary	• Whole - The whole is all the parts or everything, the total amount. • Part - A part is some, but not all, of the whole. • Equal - We say that two or more things are equal if they have the same quantity or value. • Unequal - We say that two or more things are unequal if they do not have the same quantity or value. • Construct - Constructing something involves making something by joining parts together.
Stem sentences	If Europe is the whole, then _____ is part of the whole. If the United Kingdom is the whole, then _____ is part of the whole. If _____ is the whole, then _____ is part of the whole. If the week is the whole, then _____ is part of the whole. If the school day is the whole, then _____ is part of the whole. A part is always smaller than the whole. If _____ is the whole, then _____ is part of the whole. The whole has been divided into _____ equal/unequal parts. I have folded my whole length of paper into _____ equal/unequal parts. The parts are equal. I know this because the number of _____ in each part is the same. The parts are unequal. I know this because the number of _____ in each part is not the same. Equal-sized parts do not have to look the same. Different parts of the same-sized whole can be directly compared based on their size.
Representations	Part-whole relationships – cardinal context:  'If the group of sheep is the whole, then the black sheep are part of the whole.'