## Year 4, Autumn Term 1

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| Weeks | Strand and progression focus | KPI’s | Key Vocabulary | Core skill |
|  | **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra  **Addition and subtraction**  Weeks 1 and 2 focus on mental strategies in addition and subtraction, including the use of a robust understanding of place value. | Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers | Positive  Addition  Bonds to 100  Digits  Multiple of 10  Multiple of 100  Number line  Number bonds | Number bonds to 10 and 100.  Place value.  Begin to check all solutions have been found.  Organise their work in a logical way.  Work out how many to the next multiple and the previous multiple.  Solve subtraction of 3 digit numbers.  Add several numbers using number facts. |
|  | **NPV** Number and place value; **MAS** Mental addition and subtraction  **Addition and subtraction**  Weeks 1 and 2 focus on mental strategies in addition and subtraction, including the use of a robust understanding of place value. | Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers | Positive  Digits  Number  Column  Place holder  Place value  Thousands  Estimate  Partitioning  Rounding  Strategy | Place value.  Recognise what each value represents in a 4 digit number.  Read and write a four digit number.  Use 0 as a place holder.  Compare 4 digit numbers accurately.  Use number lines to place 4 digit numbers.  Use estimation to help place numbers on number lines.  Order 4 digit numbers accurately.  Mentally add and subtract.  Identify strategies that are appropriate. |
|  | **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra; **WMD** Written multiplication and division; **FRP** Fractions, ratio and proportion  **Multiplication and division**  Week 3 focuses on learning and using multiplication and division facts in solving more advanced problems. | Learn × and ÷ facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts | Positive  Tenths  Hundredths  Dividing  Doubling  Multiple  Multiplication  Multiply  Eighth  Fractions  Fraction statement  Half  Quarter  Sixth  Table facts  Tenth  Third | Recognise times and division facts for appropriate times table.  Spot, describe and explain patterns.  Use multiplication facts.  Use different strategies mentally and written.  Find fractions of amounts. |

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| 4 | **MEA** Measurement; **DPE** Decimals, percentages and their equivalence to fractions  **Time; length**  Week 4 focuses on telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths. | Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation | Positive  Analogue  Digital  Clock  Hours  Minutes  Half  Quarter  Time interval  Estimate  Length  Width  Measure | Tell the time to the nearest minute.  Know: 60 mins in hour, 60s in min, 24 in a day, 365 days in a yr.  Calculate time intervals  Tell the time.  Measure accurately.  Use the intervals on a ruler. |
| **5** | **WAS** Written addition and subtraction  **Addition and subtraction**  Week 5 focuses on understanding and using formal written methods of addition and subtraction. | Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column) | Positive  3 digit numbers  Estimate  Rounding  Column addition  Subtraction  Column subtraction | Add two 3-digit numbers  Understand place value  Use strategies for addition and subtraction.  Understand addition and subtraction as inverses of each other and use this to find relationships |

## Year 4, Autumn Term 2

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| Week | Strand and progression focus | KPI’s | Key Vocabulary | Core skills |
| 6 | **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra; **FRP** Fractions, ratio and proportion  **Fractions and decimals; addition**  Weeks 6 and 7 focus on fractions and decimals, and end by using place value in formal addition. | Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form); Add and subtract fractions with the same denominator | Positive  Tenths  Hundredths  Digit  Double  Half  Equivalent  Fraction  Decimal  Halve  Quarter  Seventh  Sixth  Eighth  Numerator  Denominator  Simplify | Doubling and halving skills.  Partitioning.  Spot and predict patterns.  Halve even numbers.  Compare unit fractions.  Know that a denominator is out of 100.  Identify equivalent fractions.  Know that when adding fractions with the same denominator, you are adding fractions with the same amount of equal parts. |
| 7 | **DPE** Decimals, percentages and their equivalence to fractions; **NPV** Number and place value; **WAS** Written addition and subtraction; **MAS** Mental addition and subtraction  **Fractions and decimals; addition**  Weeks 6 and 7 focus on fractions and decimals, and end by using place value in formal addition. | Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns | Positive  Decimal  Tenths  Hundredths  Decimal equivalent  Decimal place  Fraction  Place value  Multiply  Addition  Double  Mentally | Know there is a relationship between numbers and decimals  Use decimal notation.  Order fractions and decimals.  Multiply and divide by 10.  Be able to use a PV grid to move digits across once when multiplying or dividing by 10.  Adding and subtraction strategies- column method. |
| 8 | **DPE** Decimals, percentages and their equivalence to fractions; **MEA** Measurement; **STA** Statistics; **PRA** Problem solving, reasoning and algebra  **Measures; data**  Week 8 focuses on using SI units in measuring, reading scales and collecting, interpreting and recording data | Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information | Positive  Decimals  Decimal place  Estimate  Gram  kg  Weight  Weigh  Bar chart  Axis  Frequency  Interval  Scale  Capacity  L  ml | Weigh items   * to the nearest 100g. * top the nearest 100ml.   Use understanding of 1/10 of a kg to convert units or measurement.  Use mathematical reasoning.  Estimate.  Draw a bar chart where one step represents one unit. Collect, display and interpret data.  Mark intermediate points on a scale only marked in 2s, 4s, 5s or 10s. |
| 9 | **NPV** Number and place value; **WAS** Written addition and subtraction; **MAS** Mental addition and subtraction  **Subtraction**  Week 9 focuses on using place value to underpin an understanding of different methods in subtraction and to choose between these. | Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use | Positive  Multiple  Number line  Rounding  Subtraction  Addition  Estimate  Counting up | Understand that if the digit is 5 or greater then round up, >5, round down.  Use subtraction and addition strategies.  Understand what each digit represents in a 4-digit number.  Place 4-digit numbers on a line marked only in 1000s. Round 3-digit numbers to the nearest 10 and 100. |
| 10 | **MMD** Mental multiplication and division; **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra  **Multiplication and division**  Week 10 focuses on developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems. | Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder | Positive  Approximate  Rounding  Multiplication grid  Multiply  Divisor  Division  Remainder  Formal written method | See week 3. |

## Year 4, Spring Term 1

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| Week | Strand and progression focus | KPI’s | Key Vocabulary | Core skills |
| 11 | **NPV** Number and place value; **PRA** Problem solving, reasoning and algebra  **Place value; addition and subtraction**  Week 11 focuses on ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction. | Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers | Positive  Round up  Round down  Multiple  Less than  More than  Equal  Inverse operation | See week 1 and 2.  Count back in multiples of 10 and 100.  Count above 1000 in 1s.  Describe, predict and explain answers. |
| 12 | **WAS** Written addition and subtraction; **MMD** Mental multiplication and division; **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra; **MEA** Measurement  **Subtraction; multiplication**  Week 12 focuses on written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication | Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one ʻexchangeʼ); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one ʻcarryʼ); learn the 7× table and ʻtrickyʼ facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places.  Use the short method for division. | Positive  Tenths  Hundreds  Decimal  Decimal equivalent  Decimal point  Column method  Place value  Product  Ladder method  Rounding | Use column method accurately.  Subtract accurately.  Use times tables and related division facts.  Multiplication facts.  Understanding money can be multiplied.  Solve money problems.  Use partitioning:100s, 10s and 1s. |
| 13 | **MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion; **PRA** Problem solving, reasoning and algebra  **Division; fractions**  Week 13 focuses on mental multiplication and division strategies, which underpin the work on proper fractions that follows, including finding non-unit fractions of amounts, equivalent fractions and simplifying. | Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters)  Recognise and write decimal equivalents to ¼ and 3/4  Add and subtract fractions with the same denominator | Positive  Hundredths  Tenths  Third  Quarter  Decimal  Equivalent  Double  Halve  Numerator  Denominator | See week 6.  Use a place grid and know that tenths are bigger than 100ths.  Use a place value grid to represent fractions: tenths and hundredths.  Understand the link between division and finding fractions. |
| 14 | **GPS** Geometry: properties of shapes; **PRA** Problem solving, reasoning and algebra  **2D shapes**  Week 14 focuses on properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry. | Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes | Right-angle  Acute  Obtuse  Quadrilateral  Angle  Degrees  Protractor  Perpendicular  Parallelogram  Venn Diagram  Symmetry  Shape names  Properties  Parallel  Regular  Irregular | Know that an acute angle is >90 degrees, a right angle = 90 degrees and obtuse angle is >180 degrees.  Know that parallel lines will never meet.  Know that perpendicular lines meet at a right angle.  Use a ruler to draw lines to given lengths.  Describe the properties and sort 2D shapes.  Draw shapes.  Draw lines of symmetry. |
| 15 | **MMD** Mental multiplication and division; **WMD** Written multiplication and division; **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra  **Mental calculation strategies**  Week 15 focuses on the relationship between the operations, particularly multiplication and division, and then between addition and subtraction; these important inverse relationships are linked to mental calculation. | Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50  Use bus stop method for division | Efficient method factor pairs  Positive  Remainder  Square number  Multiple  Factor pair  Pounds  Pence  Change | See week 3 and 6.  Recognise division as the inverse to multiplication.  Recognise multiples of 3, 4, 5, 6 and 10 within times-tables. |

## Year 4, Spring Term 2

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| Week | Strand and progression focus | KPIs | Key Vocabulary | Core skills |
| 16 | **DPE** Decimals, percentages and their equivalence to fractions; **NPV** Number and place value; **PRA** Problem solving, reasoning and algebra; **WAS** Written addition and subtraction  **Place value**  Week 16 focuses on ensuring a robust understanding of that place value in decimal numbers. | Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000 | Positive  Decimal  Round to the nearest  Hundredths  Tenths  Decimal equivalent  Decimal point | See week 2.  Know that decimals are tenths.  Know that tenths are greater than hundredths.  Use a PV grid to move digits to multiply and divide by 10 and 100. |
| 17 | **MAS** Mental addition and subtraction; **WAS** Written addition and subtraction; **MEA** Measurement; **PRA** Problem solving, reasoning and algebra  **Addition and subtraction**  Week 17 focuses on using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers. | Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction) | Positive  Decimal  Decimal point  Place holder  Difference | See week 3 and 6.  Use place value to add.  Count on to the next pound.  Use column addition and subtraction with pounds, 10p and 1p. |
| 18 | **MEA** Measurement; **PRA** Problem solving, reasoning and algebra  **Time; length**  Week 18 focuses on time-telling and the 24-hour clock, including calculating time intervals; the week ends with some practice in finding missing lengths in rectilinear shapes. | Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters | Analogue  Digital  Midday  Half past  Quarter to and past Perimeter  Length  Width  cm and m  Distance  Opposite  Convert  Measure | See week 4  Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hour clocks.  Finding the perimeter.  Use known methods to calculate missing lengths.  Use PV grid for conversion. |
| 19 | **NPV** Number and place value; **WAS** Written addition and subtraction; **MAS** Mental addition and subtraction  **Subtraction**  Week 19 focuses on using understanding of place value to solve subtraction problems using appropriate methods. | Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog) | Partition  Column method  Rounding  Approximate  Counting up  Counting back  Hundreds, tens and ones | See week 1 and 2.  Use jottings when necessary.  Partition numbers into hundreds, tens and ones. |
| 20 | **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra; **MAS** Mental addition and subtraction; **WAS** Written addition and subtraction  **Multiplication and division**  Week 20 focuses on developing a good understanding of the processes involved in more complex written algorithms for multiplication and division. | Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems | Estimate  Measure  Digital root  Divisor  Consecutive  Descending  Ascending | See week 3.  Be able to represent a word problem as a number statement.  Use inverse operations to support mental recall of times tables facts. |

## Year 4, Summer Term 1

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| Week | Strand and progression focus | KPIs | Key Vocabulary | Core Skills |
| 21 | **NPV** Number and place value; **PRA** Problem solving, reasoning and algebra  **Place value and decimals**  Weeks 21 and 22 focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10. | Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature | Positive  Negative  Greater than  Less than  Compare  Place holder  Tens of thousands, thousands, hundreds, tens and ones  Balance  Over draft | See week 1 and 7.  Count and use number lines.  Be able to find 1 , 10, 100 and 1000 more or less than. |
| 22 | **MAS** Mental addition and subtraction; **DPE** Decimals, percentages and their equivalence to fractions  **Place value and decimals**  Weeks 21 and 22 focus on consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, and adding and subtracting powers of 10. | Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number | Positive  Decimals  Tenths  Hundredths  Round to the nearest  Decimal point  Whole number  Hundreds, tens and ones  Sequence | See week 1 and 7.  Understand that decimals refer to parts of numbers.  Count on and back in whole numbers.  Understand that if the digit is 5 or greater then round up, >5, round down. |
| 23 | **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra; **NPV** Number and place value; **WMD** Written multiplication and division; **MEA** Measurement  **Multiplication and division**  Week 23 focuses on extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplication. | Learn 11 and 12× tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division ʻundoesʼ multiplication and vice versa; divide above the tables facts using multiples of 10  Use the short division method | Multiple  Double  Partition  Column method  Estimate  Rounding  Inverse operation | See week 3.  Know multiplication facts up to 9 x 9 to support learning. |
| 24 | **NPV** Number and place value; **MEA** Measurement; **GPS** Geometry: properties of shapes  **Area and perimeter; 2D and 3D shapes**  Week 24 focuses on calculating perimeters and areas of shapes, and on properties of 2D and 3D shapes. | Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes | Roman Numerals  Numerals  Place holder  Positive  Area  Square metre  Width  Length  Unit  Measure  Properties  Faces  Edges  Vertices | See week 18 and 14.  Understand and calculate area.  Understand squares are squared.  Use doubling and addition.  Know the difference between doubling and perimeter.  Be able to identify and name 2D shapes.  Use the terms vertex, edge and face. |
| 25 | **DPE** Decimals, percentages and their equivalence to fractions; **PRA** Problem solving, reasoning and algebra; **FRP** Fractions, ratio and proportion  **Fractions and decimals**  Week 25 focuses on developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and recognising equivalents. | Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0·1 and 0·01 and say a number one-tenth (0·1) or one-hundredth (0·01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents  Add and subtract fractions with the same denominator | Positive  Decimal  Tenths  Hundredths  Decimal place  Decimal equivalent | See week 6 and 16.  Be able to write parts of a metre and its value up to 2 decimal places. |

## Year 4, Summer Term 2

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| Week | Strand and progression focus | KPIs | Key Vocabulary | Core Skills |
| 26 | **MAS** Mental addition and subtraction; **MMD** Mental multiplication and division; **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra  **Addition and subtraction; multiplication and division**  Week 26 focuses on adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally. | Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies | Rounding  Partitioning  Strategy  Number facts  Prime number  Double  Halve  Factor pair | See week 1, 2, 4 and 5.  Bonds to the next multiple of 10.  Use the term factor.  Know most times tables (x2 and x10) |
| 27 | **WAS** Written addition and subtraction; **PRA** Problem solving, reasoning and algebra; **MAS** Mental addition and subtraction  **Addition and subtraction**  Week 27 focuses on addition and subtraction using written column methods. | Solve written addition of two 4-digit numbers; add amounts of money (pounds and pence) using column addition; solve 4-digit minus 4-digit and 4-digit minute 3-digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method | Hundreds  Digit  Predict  Total  Amount  Multiple  Change  Compact  Expanded  decomposition | See week 1, 2, 4 and 5.  Know a range of methods to select which is best suited for the problem. |
| 28 | **GPD** Geometry: position and direction; **STA** Statistics  **Coordinate geometry; statistics and data**  Week 28 focuses on using coordinate grids; and developing that understanding to draw line graphs and know that intermediate points have meaning. | Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning | Positive  Grid  Axis  Quadrant  Coordinate  Vertices  Translated  Shape  Direction  Survey  Results  Pictogram  Bar Chart  Line Graph  Fair Test  Temperature  Interval | Know that the x coordinate is always given first, followed by the y.  Be able to perform a translation by performing the same operation to each vertex.  Recognise simple and irregular polygons.  Translate and write coordinates.  Explain what happens to translated shapes.  Read and interpret pictograms and bar charts.  Know that a line graph shows continuous data.  Draw a line graph. |
| 29 | **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra; **MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion; **DPE** Decimals, percentages and their equivalence to fractions  **Multiplication and division; fractions**  Weeks 29 and 30 focus on enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100. | Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places)  Use the short division method. | Product  Digit  Tenths  Hundredths  Short division  Digital root  Estimate  Fraction  Third  Quarter  Eighth  sixth | See week 3 and 6.  Be able to multiply and divide by 10 and 100.  Sustain a line of enquiry, make and test a hypothesis. |
| 30 | **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra; **WMD** Written multiplication and division; **FRP** Fractions, ratio and proportion  **Multiplication and division; fractions**  Weeks 29 and 30 focus on enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100. | Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using column method; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 20 and 50, with and without remainders; find non-unit fractions of amounts. Use the short division method.  Add and subtract fractions with the same denominator | Multiply  Estimate  Fraction  Fifth  Approximation  Division | See week 3, 6 and 16.  Recognise the multiple of 10 to 1-digit, for example, 30 is 3 tens.  Use a written method drawn from mental strategies with integer remainders. |
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