St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 4 | Term: Spring/ Summer

Unit: Decimals

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
tenths **hundredths** **decimal** **decimal fraction** **decimal point** **decimal place** **decimal equivalent**	1 tenth = 1/10 = 0.1 there are ten 0.1 in 1. 1 is 10 times as much as 0.1. there are ten 0.01 in 0.1. 0.1 is 10 times as much as 0.01 1 hundredth = 1/100 = 0.01 Stem Sentences 1 is 10 times the size of one-tenth. One-tenth is 10 times the size of one-hundredth. 1 is 100 times the size of one-hundredth. 10 tenths is equal to 1 one.	• 10 tenths are equivalent to 1. 10 hundredths are equivalent to one tenth. • the place value of each digit in a number with 2 decimal places. • when comparing numbers, they need to start with comparing the digits in the place with the largest value. • when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller. • when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller.	• read and write numbers consisting of ones and tenths. • regroup 10 tenths to make 1. • rewrite tenths from a fraction to a decimal. • place a decimal number on a number line. • use Base 10 blocks to show a decimal consisting of ones, tenths and hundredths. • write fractions as decimals. • write mixed numbers as decimals. • write tenths as decimals. • write hundredths as decimals.

	10 hundredths is equal to 1 tenth. 100 hundredths is equal to 1 one.	• the importance of 0 as a place holder. how to round a number with 1 decimal place to the nearest whole number.	• regroup 10 hundredths as 1 tenth. • combine ones, tenths and hundredths to make a decimal number. • compare and order numbers with 2 decimal places. • add/subtract tenths to a number. • add/subtract hundredths to a number.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 4 | Term: Summer

Unit: Money

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
money **coin** **penny, pence, pound** **price, cost** **buy, bought, sell, sold** **spend, spent** **pay**	• £1 = 100p • 10 x 10p = £1 • the order of the digits to compare based on their place value when comparing amounts	• decimal notation for pounds and pence. • why we write a decimal point between the pounds and the pence. • the equivalence between $\frac{1}{10}$, $\frac{1}{100}$ and 10p and 1p. • how to put decimal numbers on a number line when rounding to the nearest pound. • the importance of the place holder when writing amounts,	• convert between pounds and pence. • compare amounts of money with different amounts of pounds. • compare amounts of money when the amount of pounds are the same. • round amounts to the nearest £ and the nearest £10.

change **dear, costs** **more** **cheap, costs less, cheaper costs the same as** **how much …?** **how many …?** **total**		e.g. three pounds and 5 pence is written as £3.05 not £3.5.	

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 4 | Term: Summer

Unit: Time

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
days of the week, Monday, Tuesday … **months of the year (January, February …)** **seasons: spring, summer, autumn, winter** **day, week, weekend, fortnight, month, year, century** **morning, afternoon, evening, night today, yesterday, tomorrow** **before, after**	• the number of seconds in 1 minute. the number of seconds in 10 minutes. • the number of months in a year.	• how many minutes past the hour determines the digital time. • the difference between a.m times and p.m times. • the relationship between multiplying by 6 and multiplying by 60 when converting times.	• tell time to the minute and hour using an analogue clock. • use a.m. and p.m. to describe the time of day. • use a clock to show and tell time. • use 12-hour time notation. • use 24-hour time notation. • convert 12-hour time into 24-hour time and vice versa. • determine the duration of time using analogue and

earlier, later next, first, last midnight, noon **calendar, date** **takes longer, takes less** **how long ago? how long will it be to …? how long will it take to …? how often? always, never, often, sometimes usually once, twice** **hour, o'clock, half past, quarter past, quarter to 5, 10, 15 … minutes past** **a.m., p.m. clock, clock face, watch, hands** **digital/analogue clock/watch, timer hour hand, minute hand hours, minutes, seconds timetable, arrive, depart Roman numerals 12-hour clock time, 24-hour clock time**			digital clocks, 12- and 24-hour time. • use a number line to compare 12- and 24-hour time. • convert minutes into seconds and vice versa.

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | **Year: 4** | **Term: Summer**

Unit: Properties of shape

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<u>2-D shape</u> **Polygon**- (from Greek "many-angled) **Quadrilateral**- (Latin *quadrilaterus*, from *quadri*- "four" and *latus* "the side, flank of humans or animals, lateral surface,") **Regular, irregular** **Vertex, vertices** **sides** **point, pointed**	• an acute angle is more than 0 degrees and less than 90 degrees. • a right-angle is exactly 90 degrees. • an obtuse angle is greater than 90 degrees and less than 180 degrees. • equilateral triangles have equal vertices of 60 degrees. • a rhombus has equal length sides but not angles. <u>Stem Sentences</u>	• regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. • whether a shape is a polygon or not. • right-angled triangles can be either isosceles or scalene triangles but cannot be equilateral triangles. • a square is a type of rectangle. • where line symmetry exists within a shape, the shape can be split into two parts which are a reflection of one another.	• use an angle tester to check if an angle is larger or smaller than a right angle. • compare and order the size of angles in ascending and descending order. • identify angles in different representations, including in shapes and on a grid. • classify triangles using the names 'isosceles', 'scalene' and 'equilateral'. • classify quadrilaterals according to their properties. • identify line symmetry in 2D shapes presented in different orientations.

<u>Triangles</u> **Isosceles**- (Greek *isoskelēs*, from *isos* 'equal' + *skelos* 'leg'.) **Scalene**- (Greek *skalēnos* 'unequal'; related to *skolios* 'bent'.) **Equilateral**- (Latin *aequilateralis*, from *aequilaterus* 'equal-sided') **<u>Quadrilaterals</u>** **Square** **Rectangle** **Rhombus** **Parallelogram** **Trapezium** **<u>3-D shape</u>** **Face** **Edge** **vertex, vertices** **apex** **prism**	"This is a regular polygon, because all of the sides are the same length, and all of the interior angles are equal." "This is a line of symmetry because it splits the shape into two equal parts which are mirror images."		• reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry

<u>Angle</u> **Right-angle** **Acute** **obtuse** **Clockwise** **Anti-clockwise** **<u>Line</u>** **Horizontal** **Vertical** **Parallel** **Perpendicular**			

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 4 | Term: Summer

Unit: Statistics

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Chart, **bar chart,** **frequency table,** **Carroll diagram,** **Venn diagram** **Axis, axes** **Diagram** **Horizontal rows** **Vertical columns** **Continuous data** **Line graph**	• the different ways to present data. • how to read different scales. • the X axis is the horizontal axis and the y axis is the vertical axis. • what the x and y axes represent in different graphs. • how to use a ruler to read information from a line graph.	• which scale is most appropriate when drawing bar charts. • continuous data in the context of time. • continuous data can be measured, but as values are changing all the time, the values we read off are only estimates. • the difference between bar charts (discrete) and line graphs (continuous).	• gather their own data, using tally charts and then present the information in bar charts. • ask and answer questions relating to data in a variety of diagrams and charts. • read a line graph accurately. • make up their own stories for empty line graphs

St Anne's C of E Primary School Curriculum Plan

Subject: Maths | Year: 4 | Term: Summer

Unit: Position and direction

Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
Coordinates **Axes** **X axis** **Y axis** **Quadrant** **First quadrant** **clockwise, anticlockwise**	• Pupils know how to read and write coordinates. • Pupils know that when reading and writing coordinates, the X axis is read first. • Pupils know the notation of coordinates within brackets. • Pupils know that when translating shapes, each vertex must make the same movement. • Pupils know that when translating shapes, you move along the X axis first (left	• Pupils understand why describing the distance from 2 locations gives and accurate position. • Pupils understand that points must be plotted on grid lines not between them. • Pupils understand that when translating a shape, the shape itself does not change.	• Pupils can use the grid to describe position. • Pupils can describe position accurately. • Pupils can describe the position of vertices from the x and y axis. • Pupils can describe a translation given the final coordinates of one vertex of the shape. • Pupils can use a coordinate grid to translate figures.

compass point **north, south, east, west, N, S, E, W north-east, north-west, south-east, south-west, NE, NW, SE, SW** **horizontal, vertical, diagonal** **translate, translation** **movement** **whole turn, half turn, quarter turn, three-quarter turn** **rotate, rotation** **angle, is a greater/smaller angle than degree** **right angle** **acute angle** **obtuse angle** **reflection** **straight line**	/right) before moving along the Y axis (up/down) **Stem Sentences** **"The polygon has been translated 4 squares to the right and 3 squares down."** **"First count along the x-axis, then count along the y-axis."**		