| Week | NC Strand | Focus | Re/Pre Teach | Concrete Resources | Skills Check Focus And Consolidation | Key Vocabulary | Light Touches  (To be populated by teacher) |
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| 1 | Number – number and place value | Read, write, order and compare numbers to at least 1,000,000 | Y4 - recognise place value in numbers up to 10,000; count in 1,000s; identify the value of digits in 4-digit numbers | Place value counters, place value charts, number lines, Gattegno charts, digit cards, partitioning strips, numicon | 3 digit + 2 or 3 digit  2 digit + 2 digit + 2 digit including bridging  Multiplying numbers by 1 and 0 | digit, number, place value, compare, order, greater than, less than, partition, ascending, descending, integer |  |
| 2 | Number – number and place value | Counting in powers of 10; rounding to 1,000,000 | Y4 - Round any number to the nearest 10, 100 or 1,000; count in multiples of 1,000 | Place value counters, place value charts, number lines/counting stick, bead strings, base ten. | Multiplying by powers of ten.  Adding and subtracting numbers with decimals up to 2 decimal places.  3 digit by 1 digit multiplication. | round, nearest, multiple, powers of ten, count on, count back, estimate, sequence |  |
| 3 | Number - fractions (including decimals and percentages) | Read, write, order and compare numbers with up to three decimal places | Y4 - Recognise and write decimal equivalents of any number of tenths or hundredths | Same place value charts but with decimals, place value counters including decimals, number lines, partitioning strips, representations of money, measuring tools (rulers, jugs, scales) | 4 digit and 4 digit addition and subtraction with bridging and exchanging.  Missing digit addition eg \_\_\_ + 349 = 399 or 487 - \_\_\_\_ = 412 | decimal, tenths, hundredths, thousandths, decimal point, greater than, less than, equal to, compare, place value |  |
| 4 | Number - addition and subtraction | Add and subtract whole numbers with more than 4 digits, including using formal written methods\*  **\*Children should have experience of where this is easy to do mentally, but be reminded to rely on formal methods if they are confident.** | Y4 - Add and subtract numbers with up to 4 digits using formal written methods | Place value charts, place value counters, digit cards, addition/subtraction frames. | Consolidation of addition and subtraction objectives.  Multiplication and division reliant on using powers of ten ie 270 / 9 or 40 x 4 | add, subtract, total, sum, difference, increase, decrease, exchange, column method, regroup, calculate |  |
| 5 | Measurement | Measure and calculate the perimeter of composite rectilinear shapes in cm and m | Y4 - Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m | Rulers, numicon, geoboards, composite shape cutouts | Addition and subtraction including decimals.  2 digit by 1 digit division with remainders.  3 digit by 1 digit division with no remainders. | perimeter, centimetres, metres, measure, total length, rectilinear, composite, edge |  |
| 6 | Number - multiplication and division | Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method | Y4 - Recall multiplication facts up to 12×12; multiply 2-digit and 3-digit numbers by 1-digit numbers | Multiplication frames, base ten, place value counters. | 2 digit by 1 digit multiplication  3 digit by 1 digit multiplication  Missing digit addition eg \_\_\_ + 349 = 399 or 487 - \_\_\_\_ = 412 | multiply, product, factor, multiple, times, array, partition, regroup, carry, column method |  |
| 7 | Measurement | Calculate and compare the area of rectangles (including squares) using standard units | Y4 - Find the area of rectilinear shapes by counting squares | Square tiles, geoboards, grid paper, arrays, numicon | Continue to recap addition and subtraction  Continue to recap multiplication and division  Adding and subtracting fractions with the same denominator. | area, square centimetres, length, width, measure, rectangle, square, multiply, compare |  |
| 8 | Number - fractions (including decimals and percentages) | Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | Y4 - Recognise decimal equivalents to 1/4, 1/2, 3/4 and tenths | Fraction walls, decimal and fraction grids, place value counters, FDP tiles | Known times tables facts to assess for next week. | fraction, decimal, thousandth, hundredth, tenth, convert, equivalent, denominator, numerator |  |
| 9 | Number - ​ multiplication and division | Multiply and divide numbers mentally drawing upon known facts | Y3/4 - Use multiplication and division facts confidently; derive related facts such as the inverse | Multiplication squares, fact family triangles, number cards, counting sticks | Mental multiplication and division using facts up to 12×12 and related facts | multiply, divide, fact family, known facts, times table, divide equally, groups of, mental strategy |  |
| 10 | Number - fractions (including decimals and percentages) | Compare and order fractions whose denominators are all multiples of the same number | Y4 - Recognise and show families of common equivalent fractions | Fraction strips, fraction walls, fraction circles, FDP tiles | Division with remainders  2 digit by 1 and 2 digit by 2 multiplication | numerator, denominator, equivalent, compare, order, simplify, common multiple, greater than, less than |  |
| 11 | Number - multiplication and division | Identify multiples and factors, including finding all factor pairs; recognise and use prime numbers up to 100 | Y4 - Recall multiplication and division facts to 12 × 12; recognise factors of numbers | Counters, number grids, factor bugs, pegboards, arrays, numicon | Missing number multiplication/division (e.g. \_\_\_ × 4 = 36)  Add and subtract fractions with the same denominator | factor, multiple, prime, square number, cube number, divisible, product, inverse, array |  |
| 12 | Number - fractions (including decimals and percentages) | Add and subtract fractions with different denominators | Y4 - Add and subtract fractions with the same denominator | Fraction walls, bar models, paper fraction strips, part-whole models | Divide 3 digit by 1 digit with and without remainders.  Consolidation of adding fractions with the same denominator and some easy different denominators. | fraction, numerator, denominator, equivalent, simplify, add, subtract, improper, mixed number |  |
| 13 | Number - multiplication and division | Divide numbers up to 4 digits by a one-digit number using formal short division | Y4 - Divide 2- and 3-digit numbers by 1-digit using place value and partitioning | Place value counters, part–whole models, bus stop templates | Number bonds to 90, 180 and 360  Consolidation of prior weeks.  Multiplying and dividing by 10 and 100. | divide, quotient, remainder, partition, divisor, dividend, formal method, bus stop |  |
| 14 | Geometry - properties of shape | Identify angles at a point and on a straight line; use angle facts | Y4 - Compare and order angles; recognise right angles | Angle finders, protractors | Powers of ten.  Multiplying and dividing by 10 and 100. | angles, degrees, straight line, full turn, point, total, sum, acute, obtuse, reflex, estimate, measure, protractor |  |
| 15 | Number - multiplication and division | Multiply and divide whole numbers and decimals by 10, 100 and 1,000 | Y4 – Multiply/divide numbers by 10 and 100 | Place value sliders, digit cards, decimal grids | Continued consolidation of powers of ten.  Formal addition and subtraction.  Multiplication of 3 numbers within 12, ie 11 x 10 x 8 | place value, digit, multiply, divide, decimal, decimal point, ones, tenths, hundredths, shift, columns, move left, move right |  |
| 16 | Measurement | Convert between different metric units (e.g. km and m/g and kg) | Y4 – Convert between units of length, mass, capacity | Jugs, rulers, weighing scales, conversion tables | Powers of ten multiplication.  Related fact division aka 3600 / 6. | kilometre​​, metre, centimetre, millimetre, litre, millilitre, gram, kilogram, convert, compare, estimate, measure, unit, decimal |  |
| 17 | Number – fractions | Multiply proper fractions and mixed numbers by whole numbers | Y4 – Understand multiplication as repeated addition | Fraction strips, bar models, Cuisenaire rods | Multiplying unit fractions  Addition and subtraction with three steps. | fraction, numerator, denominator, mixed number, improper fraction, multiply, repeated addition, whole, part, bar model |  |
| 18 | Geometry – position and direction | Reflect and translate shapes on coordinate grid (1st quadrant) | Y4 – Describe movement as translation | Coordinate grids, tracing paper, mirror lines, numicon, numicon boards | Multiplying unit fractions and non unit fractions  Adding fractions to make a whole ie ¼ + ¾ | coordinate, axis, grid, x-axis, y-axis, point, plot, translate, reflect, mirror line, position, direction |  |
| 19 | Number – fractions | Add and subtract fractions with different denominators | Y4 – Add/subtract same-denominator fractions | Bar models, fraction strips, part–whole templates | Long multiplication  Add and subtract fractions with the same denominator | fraction, numerator, denominator, add, subtract, equivalent, simplify, common denominator, improper, mixed number |  |
| 20 | Statistics | Solve comparison, sum and difference problems using line graphs | Y4 – Use bar charts and time graphs | Line graph templates, real data sets | Division with and without remainders.  Multiplying by 1 and 0.  Multiplying numbers by themselves (but the children don’t know the terminology ‘square numbers’ yet). | data, graph, line graph, axis, scale, increase, decrease, compare, sum, total, difference, interpret |  |
| 21 | Geometry – properties of shapes | Distinguish between regular and irregular polygons | Y4 – Identify lines of symmetry; classify triangles/quadrilaterals | Geoboards, shape templates, symmetry mirrors | Adding and subtracting decimals.  Consolidation of fraction addition and subtraction.  Subtraction to include negatives ie 4 - 8 | polygon, regular, irregular, side, angle, length, equal, unequal, classify, properties, vertices |  |
| 22 | Number – fractions, decimals and percentages | Recognise and use equivalences between fractions, decimals and percentages | Y4 – Use decimal equivalents for common fractions | Hundred squares, percentage walls, equivalence cards | Adding and subtracting decimals.  Addition and subtraction with ‘near numbers’ and allowance for adjustment. For example, 3002 + 694. | fraction, decimal, percentage, equivalence, convert, hundredths, tenths, part, whole, bar model |  |
| 23 | Measurement | Estimate volume and capacity | Y4 – Measure and compare volume/capacity | Measuring jugs, litre cubes, sand/water trays | 3 step multiplication ie 2 x 7 x 12  Formal addition and subtraction.  Adding fractions | volume, capacity, millilitre, litre, estimate, compare, container, measure, full, empty |  |
| 24 | Number – multiplication and division | Recognise and use square and cube numbers | Y4 – Recall multiplication facts and arrays | Squared paper, multilink cubes, array tiles, numicon | Multiplying numbers by themselves (but the children don’t know the terminology ‘square numbers’ initially).  Consolidation of all arithmetic around fractions and decimals ahead of week 26. | square number, cube number, array, multiply, times, product, squared |  |
| 25 | Geometry – position and direction | Plot and describe positions on a coordinate grid | Y4 – Describe position using coordinates | Pegboards, grid paper, mini-whiteboards | Consolidation of all arithmetic around fractions and decimals ahead of week 26.  Subtraction to include negatives ie 4 - 8 | coordinate, position, axis, grid, plot, quadrant, translate, direction, movement |  |
| 26 | Number – fractions, decimals and percentages | Solve problems involving all four operations with fractions and decimals | Y4 – Solve problems using decimal place value and addition/subtraction | Whatever is appropriate to problems planned. | Consolidation of all arithmetic around fractions and decimals and ahead of metric and imperial conversion. | add, subtract, multiply, divide, fraction, decimal, percentage, total, estimate, calculate |  |
| 27 | Measurement | Convert between metric and imperial units. | Y4 – Use approximate conversions (e.g. 1kg ≈ 2.2lb) | Conversion charts, scales, tape measures | Consolidation of multiplication and division arithmetic skills. | inch, foot, yard, mile, ounce, pound, stone, pint, gallon, convert, estimate, imperial, metric |  |
| 28 | Statistics | Complete, read and interpret information in tables and timetables | Y4 – Interpret basic tables and time schedules | Train/bus timetables, clocks, elapsed time rulers | Fractions and mixed numbers multiplied by whole numbers.  Consolidation of decimal addition and subtraction. | timetable, table, duration, hour, minute, interval, start time, end time, elapsed, interpret |  |
| 29 | Number – all four operations (revision) | Apply four operations to multi-step contextual problems | Y4 – Solve two-step problems using all four operations | Whatever is appropriate to problems planned. | Large power of ten subtract a smaller power of ten ie 20,000 - 400.  Multiplying and dividing by 10,100 and 1000. | multiiply, divide, add, subtract |  |
| 30 | Geometry – properties of shapes | Estimate and compare acute, obtuse and reflex angles | Y4 – Identify acute and obtuse angles | Angle measurers, protractors. | Subtraction to include negatives ie 4 - 8  Addition from subtraction to positive ie -4 + 12 | angle, degrees, straight line, full turn, point, total, sum, acute, obtuse, reflex, estimate, measure, protractor |  |
| 31 | Number - number and place value | Interpret negative numbers in context, count through zero | Y4 - count backwards through zero to include negative numbers | Thermometers, number lines especially including vertical number lines, temperature graphs, numicon | Consolidation of negative number work.  Consolidation of fraction arithmetic. | negative number, minus, less than zero, temperature, below freezing, count through zero, above, below |  |
| 32 | Geometry - consolidation | Revisit and consolidate shape, angle, position and movement | Based on gaps in geometry content | Full geometry toolkit: shapes, mirrors, protractors, coordinate boards | Begin to look at Y6 arithmetic tests with the children for the final few weeks and plug gaps of stuff taught, but no new teaching. | shape, polygon, regular, irregular, angle, degrees, acute, obtuse, reflex, symmetry, reflection, translation, coordinates, protractor, mirror line |  |