

*Spring 2 Weekly Planning*

*Most able Year 4 pupils to refer to Year 5 objectives.*

*SEN pupils include Year 2 objectives where appropriate*

*All focus areas to include problem solving*

**REFER TO EXEMPLIFICATION**

<b>W/B</b>	<b>Focus Area</b>	<b>Year 3 Objectives</b>	<b>Year 4 Objectives</b>
23.02.15	All classes Measures (cm / m, g / kg, ml / L) Cherry and Oak - Statistics	Measure, compare, add and subtract: lengths (m/cm/mm);mass (kg/g); volume/capacity (l/ml)  Cherry Y3 Interpret and present data using bar charts, pictograms and tables  Solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	Convert between different units of measure (e.g. kilometre to metre; hour to minute)  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
02.03.15	Geometry – position and direction	Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)  Order and arrange combinations of mathematical objects in patterns and sequences	Describe positions on a 2-D grid as co-ordinates in the first quadrant  Describe movements between positions as translations of a given unit to the left/right and up/down  Plot specified points and draw sides to complete a given polygon
09.03.15	Fractions	Count up and down in tenths Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit	Recognise and show, using diagrams, families of common equivalent fractions

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		<p>fractions with small denominators</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole (e.g. + = )</p> <p>Solve problems that involve all of the above</p>	<p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math></p> <p>Add and subtract fractions with the same denominator</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p>
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16.03.15	Cedar – division Cherry and Oak – Time (to include reading time tables)	Cedar- Count from 0 in multiples of 4, 8, 50 and 100  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one- digit numbers, using mental and progressing to formal written  Estimate the answer to a calculation and use inverse operations to check answers  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects  Cherry – Compare durations of events, for example to calculate the time taken by particular events or tasks  Estimate and read time with	Read, write and convert time between analogue and digital 12- and 24-hour clocks  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
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		increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight	
23.03.15	Shape (to include triangles)	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify acute and obtuse angles and compare and order angles up to two right</p>

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			angles by size
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