Year 4 Maths Long Term Plan 2025-26							
Autumn 1	**Place Value (3 Weeks):** ♣ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ♣ find 1000 more or less than a given number ♣ order and compare numbers beyond 1000 ♣ count in multiples of 6, 7, 9, 25 and 1000 ♣ solve number and practical problems that involve all of the above and with increasingly large positive numbers		**Place Value (1 Week):** ♣ 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	**Addition and Subtraction (3 Weeks):** ♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ♣ ~~estimate and~~ use inverse operations to check answers to a calculation			**Consolidation Week**
Autumn 2	**Multiplication (3 Weeks)** ♣ recall multiplication ~~and division~~ facts for multiplication tables up to 12 × 12 ♣ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout	**Assessment Week**	**Shape: (2 Weeks)** ♣ describe positions on a 2-D grid as coordinates 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.		**Statistics (1 week)** ♣ 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.		
Spring 1	**Division (2 weeks):** ♣ recall multiplication and division facts for multiplication tables up to 12 × 12 ♣ (non-statutory) Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers	**Fractions (3 weeks):** ♣ add and subtract fractions with the same denominator ♣recognise and write decimal equivalents to ½, ¼ and ¾ ♣count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ♣ recognise and write decimal equivalents of any number of tenths or hundredths					**Consolidation Week**
Spring 2	**Measures (1 week)** ♣ Convert between different units of measure [for example, kilometre to metre; hour to minute]	**Decimals (2 weeks)** ♣ compare numbers with the same number of decimal places up to two decimal places ♣ round decimals with one decimal place to the nearest whole number ♣ solve simple measure and money problems involving fractions and decimals to two decimal places.			Assessment Week		**Consolidation Week ✓✓✓**
Summer 1	**Addition and Subtraction including Money (2 weeks):** ♣ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ♣add and subtract amounts of money to give change, using both £ and p in practical contexts	**Shape (1 weeks)** ♣ measure the perimeter of simple 2-D shapes	**Multiplication and Division (2 weeks):** ♣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 methods ♣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.				**Consolidation Week**
Summer 2	**Statistics (1 week):** ♣ interpret and present data using bar charts, ~~pictograms and tables~~ ♣ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	**Time (1 week):** ♣ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	**Fractions (1 week):** ♣ recognise and show, using diagrams, equivalent fractions with small denominators ♣ compare and order unit fractions, and fractions with the same denominators	**Consolidation Week**	**Assessment Week**	**Fractions (1 week)** ♣ solve problems that involve all of the above (fractions objectives).	**Consolidation Week**

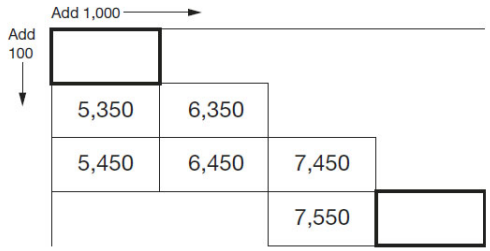
Autumn 1 (8 weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: Y3 Recap: **♣ add and subtract numbers mentally, including:** • **a three-digit number and ones** • **a three-digit number and tens** • **a three-digit number and hundreds**	Flashback Focus: (Y3) ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) **♣ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)** **♣ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)** Y3 Autumn Block 1 SOL6 Partition numbe Y3 Autumn Block 1 SOL1 Represent numb Y3 Autumn Block 1 SOL2 Partition numbe Y3 Autumn Block 1 SOL5 Represent numb Link to all White Rose Resources (if needed): Here are four number cards. 2 3 4 7 Layla uses each card once to make a four-digit number. She places: • 4 in the tens column • 2 so that it has a higher value than any of the other digits • the remaining two digits so that 7 has the higher value. Write a digit in each box to show Layla's number. 1 mark Draw **two more** lines to match **3500** to numbers with the same value. 3500 35 hundreds 3500 ones 35 tens 350 tens 350 hundreds 1 mark

<table>
<tr><th colspan="3">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 2: Monday</th><th colspan="2">Week 2: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y3 Recap:
♣ add and subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column addition and subtraction</td><td colspan="2">Flashback Focus: (Y3) ♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</td></tr>
<tr><td colspan="2">♣ find 1000 more or less than a given number
♣ Order and compare numbers beyond 1000</td></tr>
<tr><td>♣ find 1000 more or less than a given number

Link to all White Rose Resources (if needed):

Y3 Autumn Block 1
SOL9 Find 1 10 or 10(

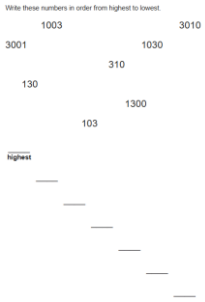
Write the two missing numbers.

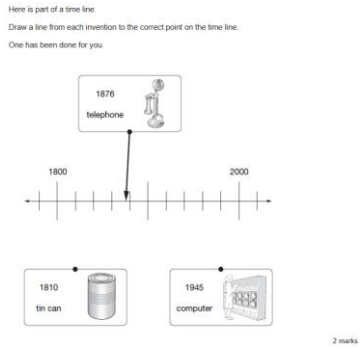
2 marks</td><td>♣ Order and compare numbers beyond 1000

Link to all White Rose Resources (if needed):

Y3 Autumn Block 1
SOL13 Order number

Y3 Autumn Block 1
SOL12 Compare numl

2 marks</td></tr>
</table>

Autumn 1 (8 weeks)	
Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: Y3 Recap: **♣ add and subtract numbers with up to three digits, using formal written methods (inc. exchanges) of column addition and subtraction**	Flashback Focus: ♣ Order and compare numbers beyond 1000 **♣ Count in multiples of 6, 7, 9, 25 and 1000** **♣ Count in multiples of 6, 7, 9, 25 and 1000** Link to all White Rose Resources (if needed): Y3 Autumn Block 1 SOL14 Count in 50s.p Here is some information about a number: • It has two digits • It is a multiple of **7** • One of the digits is **8** Write **all** the possible numbers that the number could be. _____ 2 marks Write the missing numbers in the table. **Number of weeks** / **Number of days** 1 / 7 2 / 14 4 / 28 6 / 10 / / 105 1 mark

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<tr><th>Week 4: Monday</th><th>Week 4: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y3 Recap:
♣ 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 methods</td><td>Flashback Focus: ♣ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</td></tr>
<tr><td>♣ 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</td></tr>
<tr><td>♣ 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

Link to all White Rose Resources (if needed):

Y4 Spring Block 1 SOL5 Divide by 10.p Y4 Spring Block 1 SOL4 Multiply by 10 Y4 Spring Block 1 SOL3 Multiply by 10. Y4 Spring Block 1 SOL6 Divide by 100.

4 ÷ 10 40 ÷ 10
4 ÷ 100 40 ÷ 100
Two of these calculations have the same answer.
Write this answer as a decimal.
1 mark

Write the missing number to make this division correct.
75 ÷ ☐ = 7.5
1 mark</td></tr>
</table>

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<tr><th colspan="2">Autumn 1 (8 weeks)</th></tr>
<tr><th>Week 5: Monday</th><th>Week 5: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:
Y3 Recap:
♣ 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</td><td>Flashback Focus: ♣ Order and compare numbers beyond 1000</td></tr>
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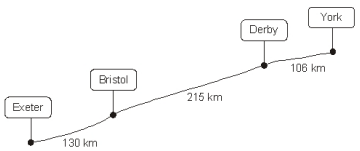
Link to all White Rose Resources (if needed):

Y4 Autumn Block 2 SOL4 Add two 4 dig Y4 Autumn Block 2 SOL3 Add two 4 dig Y4 Autumn Block 2 SOL2 Add up to two Y4 Autumn Block 2 SOL Addition and su

Write the three missing digits to make this addition correct.

1 5 □
+ 4 □ 4
□ 1 5

The diagram shows distances on a train journey from Exeter to York.

How many kilometres is it altogether from Exeter to York?

km

1 mark</td></tr>
</table>

Autumn 1 (8 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday
Arithmetic: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition ~~and subtraction~~ where appropriate**	Flashback Focus: ♣ Count in multiples of 6, 7, 9, 25 and 1000 **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar ~~addition and~~ subtraction where appropriate** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar ~~addition and~~ subtraction where appropriate** Link to all White Rose Resources (if needed): Y4 Autumn Block 2 SOL6 Subtract two 4 Y4 Autumn Block 2 SOL5 Subtract two 4 Y4 Autumn Block 2 SOL7 Subtract two 4 Write the missing digits to make this **subtraction** correct. 5 7 □ − 3 □ 5 □ 6 8 The **original** price of this car is £8,999 Sale £1,100 off What is the **sale** price of the car? £ ____ 1 mark

Autumn 1 (8 weeks)	
Week 7: Monday	Week 7: Tuesday-Friday
Arithmetic: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate**	Flashback Focus: ♣ Order and compare numbers beyond 1000 **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** Link to all White Rose Resources (if needed): Y4 Autumn Block 2 SOL6 Subtract two 4 · Y4 Autumn Block 2 SOL5 Subtract two 4 · Y4 Autumn Block 2 SOL7 Subtract two 4 · Y4 Autumn Block 2 SOL4 Add two 4 dig · Y4 Autumn Block 2 SOL3 Add two 4 dig · Y4 Autumn Block 2 SOL2 Add up to twc · Y4 Autumn Block 2 SOL Addition and su Some children vote for their favourite ice-cream flavour. **Ice-cream flavour** / **Number of children** vanilla: 87 chocolate: 154 strawberry: ? mint: 38 **Total**: **402** How many children vote for **strawberry**? Show your method **children** 2 marks At the start of June, there were 1,793 toy cars in the shop. During June, • 8,728 more toy cars were delivered • 9,473 toy cars were sold. How many toy cars were left in the shop at the end of June? Show your method 2 marks

Autumn 1 (8 weeks)	
Week 8: Monday	Week 8: Tuesday-Friday
Arithmetic: Y3 Recap: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate**	Flashback Focus: ♣ 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 **♣ Consolidation Week** **♣ Consolidation Week**

Autumn 2 (7 weeks)	
Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: Y3 Recap: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate**	Flashback Focus: **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ recall multiplication and division facts for multiplication tables up to 12 × 12** Link to all White Rose Resources (if needed): Y4 Autumn Block 4 SOL Multiplication an Each side of the number balance has the same answer. Write in the missing number. 5 × ☐ = 100 – 70 Here are some numbers. 1 2 3 4 5 Write one of the numbers in each box to make these correct. 5 × 6 = 10 × ☐ 5 × 6 < 10 × ☐ × | ___ | ___ ___ | 24 | 15 ___ | 16 | 10

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<tr><th>Week 2: Monday</th><th colspan="2">Week 2: Tuesday-Friday</th></tr>
<tr><td rowspan="3">Arithmetic:

♣ 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

♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

♣ recall multiplication and division facts for multiplication tables up to 12 × 12</td><td colspan="2">Flashback Focus: ♣ recall multiplication and division facts for multiplication tables up to 12 × 12</td></tr>
<tr><td colspan="2">♣ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</td></tr>
<tr><td>♣ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

Link to all White Rose Resources (if needed):

Y4 Autumn Block 4
SOL Multiplication an

Jack worked out the correct answer to 50 × 4 × 2

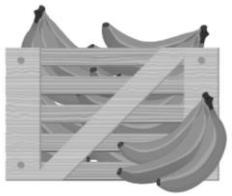
His answer was 400

Show how he could have worked out his answer.</td><td>♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Link to all White Rose Resources (if needed):

Y4 Autumn Block 4
SOL Multiplication an

(a) There are 5 bananas in a bunch.
There are 17 bunches in a crate.

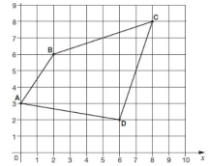
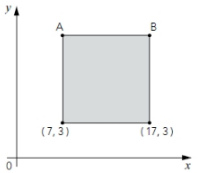
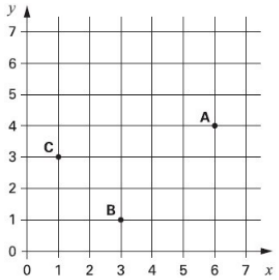
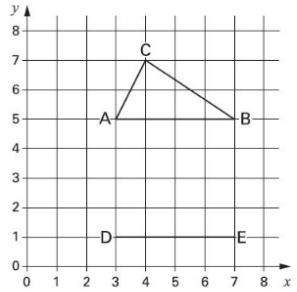
 

How many bananas are there altogether in a crate?

1 mark</td></tr>
<tr><th colspan="3">Autumn 2 (7 weeks)</th></tr>
</table>

Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: ♣ **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** ♣ **add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** ♣ **recall multiplication and division facts for multiplication tables up to 12 × 12**	Flashback Focus: **Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers** ♣ **multiply two-digit and three-digit numbers by a one-digit number using formal written layout** ♣ **multiply two-digit and three-digit numbers by a one-digit number using formal written layout** Link to all White Rose Resources (if needed): Y4 Autumn Block 4 SOL Multiplication anc Jack is making cards. One sheet of paper makes **15** cards. Jack uses **5** sheets of paper. How many cards does he make? cards How much does it cost for 2 children?

Autumn 2 (7 weeks)	
Week 5: Monday	Week 5: Tuesday-Friday

Arithmetic:	Flashback Focus: ♣ **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**	
♣ **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** ♣ **add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** ♣ **recall multiplication and division facts for multiplication tables up to 12 × 12** ♣ **multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	♣ **describe positions on a 2-D grid as coordinates in the first quadrant** Link to all White Rose Resources (if needed): Y4 Summer Block 6 SOL2 Plot coordinat Y4 Summer Block 6 SOL1 Describe posit  Match each point to its coordinates. A (6, 2) B (2, 6) C (8, 3) D (8, 8) 1 mark The shaded shape is a **square**.  Not drawn accurately What are the coordinates of A and B? A is (,) B is (,)	♣ **plot specified points and draw sides to complete a given polygon.** Link to all White Rose Resources (if needed): Y4 Summer Block 6 SOL3 Draw 2D shap  A, B and C are three corners of a rectangle. What are the coordinates of the fourth corner? Kyle has drawn triangle **ABC** on this grid.  Holly has started to draw an **identical** triangle **DEF**. What will be the coordinates of point F?

Autumn 2 (7 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday

Arithmetic:

♣ 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

♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

♣ recall multiplication and division facts for multiplication tables up to 12 × 12

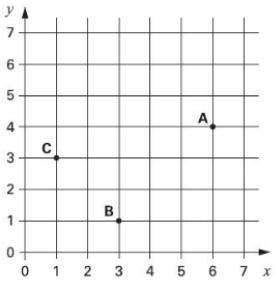
♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Flashback Focus: **♣ Order and compare numbers beyond 1000**

♣ plot specified points and draw sides to complete a given polygon.

Link to all White Rose Resources (if needed):

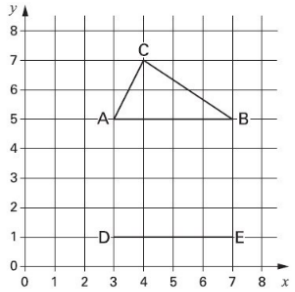
Y4 Summer Block 6
SOL3 Draw 2D shap



A, B and C are three corners of a rectangle.

What are the coordinates of the fourth corner?

Kyle has drawn triangle **ABC** on this grid.



Holly has started to draw an **identical** triangle **DEF**.

What will be the coordinates of point F?

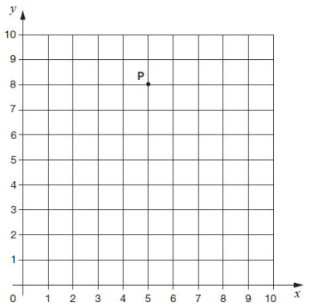
♣ describe movements between positions as translations of a given unit to the left/right and up/down

Link to all White Rose Resources (if needed):

Y4 Summer Block 6
SOL4 Translate on a

Y4 Summer Block 6
SOL5 Describe trans

Point **P** is located at (5, 8) on the grid.



Point **P** is translated 4 units right, 6 units down and 2 units left.

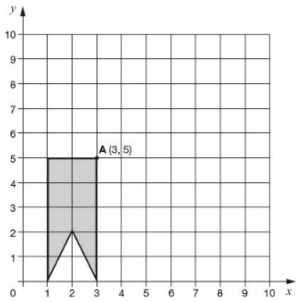
What is the location of point **P** after the three translations?

Here is a shape on a grid.

The shape is translated so that point **A** moves to (7, 8).

Draw the shape in its new position.

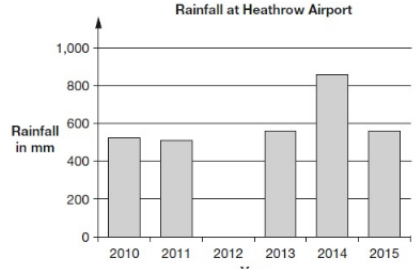
Use a ruler.

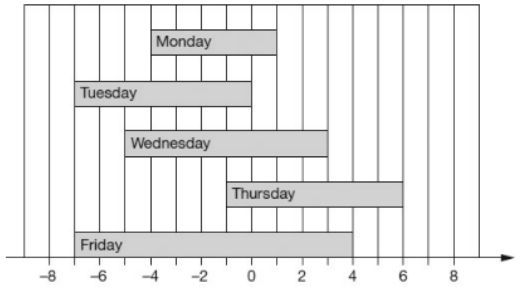


Autumn 2 (7 weeks)

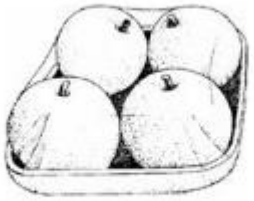
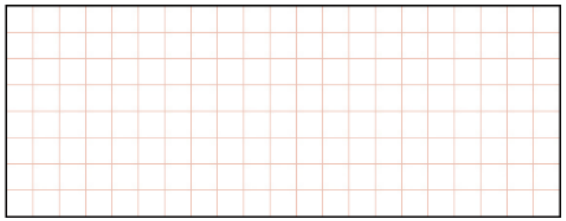
Week 7: Monday	Week 7: Tuesday-Friday
Arithmetic: ♣ **Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths** ♣ **add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** ♣ **recall multiplication and division facts for multiplication tables up to 12 × 12** ♣ **multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	Flashback Focus: ♣ **plot specified points and draw sides to complete a given polygon.** ♣ **interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.** Link to all White Rose Resources (if needed): Y4 Summer Block 5 SOL1 Interpret chart Y4 Summer Block 5 SOL3 Interpret line g Y4 Summer Block 5 SOL Statistics.pdf This table shows the total rainfall and sunshine each year at Heathrow Airport from 20 2015. Use this table to complete the graph. Use a ruler. Rainfall at Heathrow Airport ♣ **solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.** Link to all White Rose Resources (if needed): Y4 Summer Block 5 SOL2 Comparison su Y4 Summer Block 5 SOL Statistics.pdf This chart shows the range of temperatures each day during one week from Monday to Frid Temperature in °C What was the **lowest** temperature? °C What was the difference between the highest and lowest temperatures on **Wednesday**? °C

Year	Rainfall in mm	Sunshine in hours
2010	521	1,371
2011	509	1,540
2012	700	1,503
2013	560	1,452
2014	864	1,669
2015	562	1,508

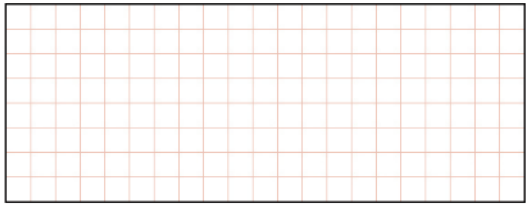




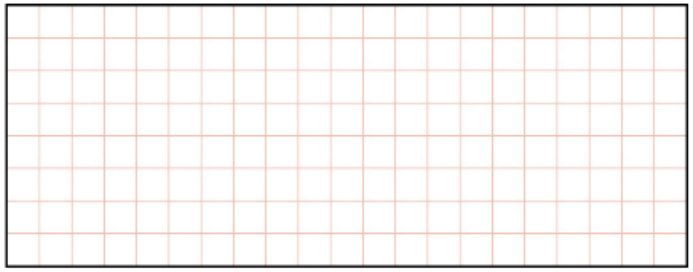
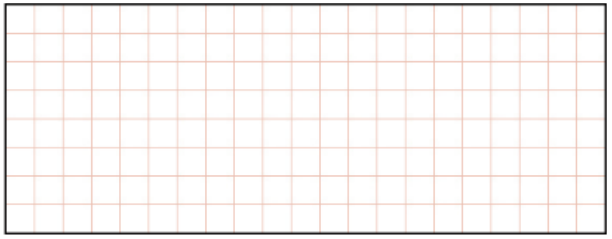
Spring 1 (6 weeks)

Week 1: Monday	Week 1: Tuesday-Friday
Arithmetic: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ recall multiplication and division facts for multiplication tables up to 12 × 12** **♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	Flashback Focus: ♣ recall multiplication and division facts for multiplication tables up to 12 × 12 ♣ (non-statutory) Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers Y4 Spring Block 1 SOL Multiplication a Link to all White Rose Resources (if needed): Write in the missing number. ☐ × 4 = 96 Apples are sold in packets of 4 at the supermarket.  How many apples are in 72 packs? 72 ÷ ☐ = 9 

Spring 1 (6 weeks)

Week 2: Monday	Week 2: Tuesday-Friday
Arithmetic: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ recall multiplication and division facts for multiplication tables up to 12 × 12** **♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	Flashback Focus: ♣ recall multiplication and division facts for multiplication tables up to 12 × 12 ♣ (non-statutory) Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers Y4 Spring Block 1 SOL Multiplication a Link to all White Rose Resources (if needed): 28 ÷ 7 = ☐  Write in the missing number. ☐ ÷ 5 = 22

Spring 1 (6 weeks)	
Week 3: Monday	Week 3: Tuesday-Friday
Arithmetic: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ recall multiplication and division facts for multiplication tables up to 12 × 12** **♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout** **♣ (non-statutory) Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers**	Flashback Focus: ♣ (non-statutory) Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers ♣ add and subtract fractions with the same denominator Y4 Spring Block 1 SOL Multiplication a Link to all White Rose Resources (if needed): In a race, Ali completes a swim, a run and a bicycle ride. The swim is $\frac{1}{10}$ of the total distance. The run is $\frac{3}{10}$ of the total distance. What fraction of the total distance is the **bicycle ride**? $1 + \frac{2}{7} + \frac{5}{7} =$ ☐

Spring 1 (6 weeks)	
Week 4: Monday	Week 4: Tuesday-Friday
Arithmetic: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ recall multiplication and division facts for multiplication tables up to 12 × 12** **♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	Flashback Focus: **♣ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers** ♣recognise and write decimal equivalents to ½, ¼ and ¾ Y4 Spring Block 3 SOL Fractions.pdf Link to all White Rose Resources (if needed): $0.75 = \frac{\square}{4}$  $0.25 = \frac{\square}{4}$ 

Spring 1 (6 weeks)		
Week 5: Monday	Week 5: Tuesday-Friday	
Arithmetic: Y3 Recap: **♣ 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** **♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **♣ recall multiplication and division facts for multiplication tables up to 12 × 12** **♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	Flashback Focus: **♣ 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**	
	♣count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Y4 Spring Block 3 SOL Fractions.pdf Link to all White Rose Resources (if needed): 4 ÷ 10	40 ÷ 10 4 ÷ 100 40 ÷ 100 Two of these calculations have the same answer. Write this answer as a **decimal**. Write the missing number to make this **division** correct. 75 ÷ ☐ = 7.5
	♣ recognise and write decimal equivalents of any number of tenths or hundredths Y4 Spring Block 3 SOL Fractions.pdf Link to all White Rose Resources (if needed):	Draw **four** lines to match each fraction to its equivalent decimal. $\frac{1}{2}$ $\frac{3}{10}$ $\frac{3}{4}$ $\frac{3}{100}$ 0.3 0.5 0.8 0.03 0.25 0.75 In each box, circle the number that is **greater**. $1\frac{1}{2}$ 1.2 $1\frac{1}{4}$ 1.3 $1\frac{5}{100}$ 1.4 $1\frac{3}{5}$ 1.5

Spring 1 (6 weeks)	
Week 6: Monday	Week 6: Tuesday-Friday
Arithmetic: Y3 Recap: ♣ **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** ♣ **add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** ♣ **recall multiplication and division facts for multiplication tables up to 12 × 12** ♣ **multiply two-digit and three-digit numbers by a one-digit number using formal written layout**	Flashback Focus: ♣ **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** **Consolidation Week**