

## Medium term Plan for Autumn Year 4

Week	Main focus of teaching and activities each day	Starter	Outcomes of each day
<b>1</b>	<p><b><i>Number, place value and money</i></b></p> <p><b>Day 1:</b> Understand place value in 4-digit numbers</p> <p><b>Day 2:</b> Write place value subtractions</p> <p><b>Day 3:</b> Comparing pairs of four-digit numbers, using &lt; and &gt;</p> <p><b>Day 4:</b> Placing and ordering 3-digit numbers</p> <p><b>Day 5:</b> Placing and ordering 4-digit numbers</p>	<p><b>Day 1:</b> Starter – Place value in 3-digit numbers</p> <p><b>Day 2:</b> Starter – Write amounts in £ and p</p> <p><b>Day 3:</b> Starter – Count on and back in steps of 100 from 0 to at least 5000</p> <p><b>Day 4:</b> Starter – Place 2-digit numbers on an empty 0 to 100 line</p> <p><b>Day 5:</b> Starter – Count in 1s from 990 to 1100 and other 4-digit numbers</p>	<p><b><i>Number, place value and money</i></b></p> <p><b>Day 1:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Write place value related additions.</p> <p><b>Day 2:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Compare 4-digit numbers</p> <p><b>Day 3:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to compare 4-digit numbers using &lt; and &gt;.</p> <p><b>Day 4:</b> Outcomes: 1. Locate 3-digit numbers on landmarked and unmarked 0-1000 lines.</p> <p><b>Day 5:</b> Outcomes: 1. Locate 4-digit numbers on landmarked and unmarked lines.</p>
<b>2</b>	<p><b><i>Mental addition or subtraction</i></b></p> <p><b>Day 1:</b> Add pairs of two-digit numbers</p> <p><b>Day 2:</b> Add two-digit numbers to three-digit numbers</p> <p><b>Day 3:</b> Find a difference by counting up</p> <p><b>Day 4:</b> Count up and use number bonds to subtract two-digit numbers from 100</p> <p><b>Day 5:</b> Choose counting up or back to subtract two-digit numbers from numbers &gt;100</p>	<p><b>Day 1:</b> Starter – Know by heart the total of any pair of single-digit numbers</p> <p><b>Day 2:</b> Starter – Count on in 10s from any three-digit numbers</p> <p><b>Day 3:</b> Starter – Complements to multiples of 10</p> <p><b>Day 4:</b> Starter – Addition and subtraction facts for 20</p> <p><b>Day 5:</b> Starter – Count back in 10s from any 3-digit number, including crossing 100s</p>	<p><b><i>Mental addition or subtraction</i></b></p> <p><b>Day 1:</b> Outcomes: 1. Add pairs of two-digit numbers using place value. 2. Add pairs of two-digit numbers using counting up in 10s &amp; 1s. 3. Use number facts and understanding of the number system to choose a strategy for adding.</p> <p><b>Day 2:</b> Outcomes: 1. Add a two-digit number to a three-digit number using place value. 2. Add a two-digit number to a three-digit number using counting up. 3. Use number facts and understanding of the number system to choose a strategy for adding.</p> <p><b>Day 3:</b> Outcomes: 1. Count up to subtract pairs of two-digit numbers. 2. Use number facts to count up quickly and efficiently.</p> <p><b>Day 4:</b> Outcomes: 1. Subtract a two-digit number from 100 using number bonds or place value.</p> <p><b>Day 5:</b> Outcomes: 1. Subtract a two-digit number from a three-digit number using counting up or counting back. 2. Choose a strategy to subtract.</p>

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3	<p><b>Written addition and Frog subtraction</b></p> <p><b>Day 1:</b> Adding two 3-digit numbers using compact written addition</p> <p><b>Day 2:</b> Adding three 3-digit numbers using compact written addition</p> <p><b>Day 3:</b> Using counting up (Frog) to subtract, e.g. <math>402 - 356</math></p> <p><b>Day 4:</b> Use Counting up (Frog) to subtract (e.g. <math>421 - 356</math>) and check with addition</p> <p><b>Day 5:</b> Using counting up (Frog) to subtract; check with addition</p>	<p><b>Day 1:</b> Starter – Add any pair of 2-digit multiples of 10</p> <p><b>Day 2:</b> Starter – Add three 1-digit numbers</p> <p><b>Day 3:</b> Starter – Pairs to 100</p> <p><b>Day 4:</b> Starter – Change from £1</p> <p><b>Day 5:</b> Starter – Add pairs of two-digit numbers, answer &lt; 100</p>	<p><b>Written addition and Frog subtraction</b></p> <p><b>Day 1:</b> Outcomes: 1. Add two 3-digit numbers using compact written addition.</p> <p><b>Day 2:</b> Outcomes: 1. Add three 3-digit numbers using compact written addition.</p> <p><b>Day 3:</b> Outcomes: 1. Count up to subtract 3-digit numbers e.g. <math>402 - 356</math>.</p> <p><b>Day 4:</b> Outcomes: 1. Count up to subtract 3-digit numbers (answers less than 100, e.g. <math>421 - 356</math>). 2. Check subtraction using addition.</p> <p><b>Day 5:</b> Outcomes: 1. Count up to subtract 3-digit numbers (answers less than 100, e.g. <math>421 - 356</math>). 2. Check subtraction using addition.</p>
4	<p><b>SHAPE</b></p> <p><b>Day 1:</b> Use compass to draw circles to given radii.</p> <p><b>Day 2:</b> Draw different polygons; identify their properties</p> <p><b>Day 3:</b> Study different triangles and identify their properties.</p> <p><b>Day 4:</b> Study different 3-D shapes and identify their properties.</p> <p><b>Day 5:</b> Identify and sort 3-D shapes acc. to their properties</p>	<p><b>SHAPE</b></p> <p><b>Day 1:</b> Starter – Telling the time</p> <p><b>Day 2:</b> Starter – 2D shapes</p> <p><b>Day 3:</b> Starter – Complete symmetrical drawings</p> <p><b>Day 4:</b> Starter – 3D shape</p> <p><b>Day 5:</b> Starter – Counting on and back in ones from 4-digit numbers through 1000s and 100s</p>	<p><b>SHAPE</b></p> <p><b>Day 1:</b> Outcomes: 1. Understand how the circumference and radius of a circle can be found 2. Draw circles with different radii</p> <p><b>Day 2:</b> Outcomes: 1. Describe 2D shapes by using correct mathematical vocabulary 2. Sort 2D shapes into a Carroll diagram</p> <p><b>Day 3:</b> Outcomes: 1. Describe, name different triangles 2. Sort triangles into Carroll diagrams</p> <p><b>Day 4:</b> Outcomes: 1. Describe and name 3D shapes by using correct mathematical vocabulary 2. Construct 3D shapes</p> <p><b>Day 5:</b> Outcomes: 1. Describe and name 3D shapes by using correct mathematical vocabulary 2. Sort 3D shapes using a Venn diagram</p>

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5	<p><b>Mental multiplication and division</b></p> <p><b>Day 1:</b> Double and halve 2-digit numbers, including odd numbers</p> <p><b>Day 2:</b> Double and halve three-digit numbers</p> <p><b>Day 3:</b> Revise 4 and 8 times tables, and divisions</p> <p><b>Day 4:</b> Double the 3 times table to get 6 times tables</p> <p><b>Day 5:</b> Division facts for 3, 4, 5, 6 and 8 times tables</p>	<p><b>Mental multiplication and division</b></p> <p><b>Day 1:</b> Starter – Double 1 to 20 and corresponding halves</p> <p><b>Day 2:</b> Starter – Double and halve multiples of 100</p> <p><b>Day 3:</b> Starter – 4 times table</p> <p><b>Day 4:</b> Starter – 3 times table, division facts</p> <p><b>Day 5:</b> Starter – 6 times table</p>	<p><b>Mental multiplication and division</b></p> <p><b>Day 1:</b> Outcomes: 1. Double and halve tens and ones then recombine them.</p> <p><b>Day 2:</b> Outcomes: 1. Double and halve hundreds, tens and ones then recombine them.</p> <p><b>Day 3:</b> Outcomes: 1. Know multiplication and associated division facts for the x4 tables, up to x12. 2. Know multiplication and associated division facts for the x8 tables, up to x12.</p> <p><b>Day 4:</b> Outcomes: 1. Know multiplication and associated division facts for the x3 tables, up to x12. 2. Know multiplication and associated division facts for the x6 tables, up to x12.</p> <p><b>Day 5:</b> Outcomes: 1. Recognise multiples of 3, 4, 5, 6 and 8 to guess mystery function machines.</p>
6	<p><b>Number, place value and money</b></p> <p><b>Day 1:</b> Add and subtract using place value</p> <p><b>Day 2:</b> Add and subtract using place value</p> <p><b>Day 3:</b> Add/subtract 1 or 1000 to/from 4-digit numbers</p> <p><b>Day 4:</b> Add/subtract 10 to/from 4-digit numbers</p> <p><b>Day 5:</b> Add/subtract 100 to/from 4-digit numbers</p>	<p><b>Day 1:</b> Starter – Place value in 4-digit numbers</p> <p><b>Day 2:</b> Starter – Compare pairs of 4-digit numbers</p> <p><b>Day 3:</b> Starter – Count on and back 1s from any 4-digit numbers</p> <p><b>Day 4:</b> Starter – Count on and back in steps of 10 from 3-digit numbers</p> <p><b>Day 5:</b> Starter – Count in steps of 25 from 0 to at least 2000</p>	<p><b>Number, place value and money</b></p> <p><b>Day 1:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Write place value related additions and subtractions.</p> <p><b>Day 2:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Use place value to find which numbers have been added or subtracted.</p> <p><b>Day 3:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 1 or 1000.</p> <p><b>Day 4:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 10.</p> <p><b>Day 5:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Use this knowledge to add and subtract 100.</p>

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7	<p><b>Mental addition and subtraction</b></p> <p><b>Day 1:</b> Add/subtract using PV and number facts</p> <p><b>Day 2:</b> Add/subtract 3-digit numbers using PV and number facts</p> <p><b>Day 3:</b> Add/subtract money using place value and number facts.</p> <p><b>Day 4:</b> Add near multiples of 10 or 100 to 3-digit numbers</p> <p><b>Day 5:</b> Subtract near multiples of 10 or 100 from 3-digit numbers</p>	<p><b>Day 1:</b> Starter – Add any pair of 1-digit numbers</p> <p><b>Day 2:</b> Starter – Subtract any 1-digit number from teens numbers</p> <p><b>Day 3:</b> Starter – Add/subtract 10/100 to/from 4-digit numbers</p> <p><b>Day 4:</b> Starter – 8 times table</p> <p><b>Day 5:</b> Starter – 6 times table</p>	<p><b>Mental addition and subtraction</b></p> <p><b>Day 1:</b> Outcomes: 1. Say what each digit represents in a 3-digit number. 2. Add or subtract 3-digit numbers without crossing the ones, tens or hundreds boundary.</p> <p><b>Day 2:</b> Outcomes: 1. Say what each digit represents in a 3-digit number. 2. Add or subtract 3-digit numbers without crossing the ones, tens or hundreds boundary.</p> <p><b>Day 3:</b> Outcomes: 1. Say what each digit represents in a 4-digit number. 2. Add or subtract two 4-digit numbers, in the context of money, without crossing the ones, tens or hundreds boundary.</p> <p><b>Day 4:</b> Outcomes: 1. Add a multiple of 10 or 100 to a 3-digit number. 2. Add a near-multiple of 10 or 100 to a 3-digit number without crossing the tens or hundreds boundary.</p> <p><b>Day 5:</b> Outcomes: 1. Subtract a multiple of 10 or 100 from a 3-digit no. 2. Subtract a near-multiple of 10 or 100 from a 3-digit number without crossing the tens or hundreds boundary.</p>
8	<p><b>Written addition or subtraction</b></p> <p><b>Day 1:</b> 3-digit expanded decomposition with one exchange</p> <p><b>Day 2:</b> 3-digit expanded decomposition with one exchange</p> <p><b>Day 3:</b> Expanded decomposition, 3-digit – 3-digit</p> <p><b>Day 4:</b> Expanded decomposition, 3-digit – 3-digit</p> <p><b>Day 5:</b> Subtracting using decomposition or Frog</p>	<p><b>Day 1:</b> Starter – Subtract any 1-digit number from a teens numbers</p> <p><b>Day 2:</b> Starter – Subtract 10s</p> <p><b>Day 3:</b> Starter – Subtract any pair of 2-digit numbers</p> <p><b>Day 4:</b> Starter – Round 3-digit numbers to nearest 10 and 100</p> <p><b>Day 5:</b> Starter – Bonds to 100</p>	<p><b>Written addition or subtraction</b></p> <p><b>Day 1:</b> Outcomes: 1. Say what each digit represents in a 3-digit number. 2. Use decomposition to subtract, with 1 exchange between columns.</p> <p><b>Day 2:</b> Outcomes: 1. Say what each digit represents in a 3-digit number. 2. Use decomposition to subtract, with 1 exchange between columns.</p> <p><b>Day 3:</b> Outcomes: 1. Say what each digit represents in a 3-digit number. 2. Use decomposition to subtract, with exchanges between 1 or 2 columns.</p> <p><b>Day 4:</b> Outcomes: 1. Use decomposition to subtract, with exchange between 1 or 2 columns. 2. Estimate what the answer to a subtraction question will be. 3. Check a subtraction using addition.</p> <p><b>Day 5:</b> Outcomes: 1. Use decomposition to subtract, with exchange between 1 or 2 columns. 2. Use counting up to subtract. 3. Select an efficient strategy for a particular subtraction.</p>

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9	<p><b>MEASURES/DATA Time, bar charts, pictograms</b></p> <p><b>Day 1:</b> Revise telling time, am and pm, to the nearest minute on both analogue and digital clocks; convert between the two</p> <p><b>Day 2:</b> Find times later, crossing the hour, both analogue and digital clock.</p> <p><b>Day 3:</b> Calculate time intervals, crossing the hour, using both analogue and digital clocks</p> <p><b>Day 4:</b> Time events in seconds, record in a bar chart, one step is 5 or 10 seconds</p> <p><b>Day 5:</b> Collect and represent data in pictograms – one picture represents four units</p>	<p><b>MEASURES/DATA Time, bar charts, pictograms</b></p> <p><b>Day 1:</b> Starter – Pairs that make 60</p> <p><b>Day 2:</b> Starter – Order months</p> <p><b>Day 3:</b> Starter – Units of time</p> <p><b>Day 4:</b> Starter – Convert units of time</p> <p><b>Day 5:</b> Starter –4 times table</p>	<p><b>MEASURES/DATA Time, bar charts, pictograms</b></p> <p><b>Day 1:</b> Outcomes: 1. Tell the time to the nearest minute on analogue clocks some with Roman numerals. 2. Convert between digital and analogue times using am and pm.</p> <p><b>Day 2:</b> Outcomes: 1. Find times that are 30, 40 and 45 mins later crossing the hour.</p> <p><b>Day 3:</b> Outcomes: 1. Calculate time intervals using a number line crossing over the hour. 2. Write word problems involving time intervals.</p> <p><b>Day 4:</b> Outcomes: 1. Time events in seconds. 2. Collect data and record results in bar charts.</p> <p><b>Day 5:</b> Outcomes: 1. Present data in pictograms where one symbol represents 4 people. 2. Interpret pictograms.</p>
10	<p><b>Mental multiplication and division</b></p> <p><b>Day 1:</b> Grid multiplication</p> <p><b>Day 2:</b> Grid multiplication</p> <p><b>Day 3:</b> Grid multiplication</p> <p><b>Day 4:</b> Division using chunking</p> <p><b>Day 5:</b> Division using chunking</p>	<p><b>Day 1:</b> Starter – Count in steps of 30</p> <p><b>Day 2:</b> Starter – 6 times table</p> <p><b>Day 3:</b> Starter – 8 times table</p> <p><b>Day 4:</b> Starter – Division facts for 6 times table</p> <p><b>Day 5:</b> Starter – Division facts for 8 times table</p>	<p><b>Mental multiplication and division</b></p> <p><b>Day 1:</b> Outcomes: 1. Use grid method to multiply TU x U.</p> <p><b>Day 2:</b> Outcomes: 1. Use grid method to multiply TU x U.</p> <p><b>Day 3:</b> Outcomes: 1. Use grid method to multiply TU x U. 2. Use known multiplication and division facts.</p> <p><b>Day 4:</b> Outcomes: 1. Use chunking to divide by 3, 4, 6 with no remainders.</p> <p><b>Day 5:</b> Outcomes: 1. Use chunking to divide by 3, 4, 6, 8 with no remainders.</p>

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11	<p><b>Mental multiplication and division</b></p> <p><b>Day 1:</b> Divide 2-digit numbers just above the 10th multiple with remainders</p> <p><b>Day 2:</b> Divide two-digit numbers just above the 10th multiple with remainders</p> <p><b>Day 3:</b> Count ins 1/4s, 1/3s, 1/8s and 1/10s saying equivalent fractions</p> <p><b>Day 4:</b> Find unit and non-unit fractions of amounts</p> <p><b>Day 5:</b> Find unit and non-unit fractions of amounts</p>	<p><b>Day 1:</b> Starter – Recognise multiples of 2, 3, 4 and 5</p> <p><b>Day 2:</b> Starter – Divide using x tables to give answers with remainders</p> <p><b>Day 3:</b> Starter – Count in halves to at least ten</p> <p><b>Day 4:</b> Starter – Tell the time</p> <p><b>Day 5:</b> Starter – Find a time later than...</p>	<p><b>Day 1:</b> Outcomes: 1. Divide 2-digit numbers by 1-digit numbers, above the 10<sup>th</sup> multiple with remainders, using written layout for chunking. 2. Check division with multiplication</p> <p><b>Day 2:</b> Outcomes: 1. Divide 2-digit numbers by 1-digit numbers, above the 10th multiple with remainders, using written layout for chunking. 2. Begin to round up or down after division depending on the context.</p> <p><b>Day 3:</b> Outcomes: 1. Count ins 1/4s, 1/3s, 1/8s and 1/10s saying the equivalent fractions, e.g. 1 ½ <b>not</b> 1<sup>2</sup>/4.</p> <p><b>Day 4:</b> Outcomes: 1. Understand the link between finding fractions of amounts and division. 2. Find unit fractions then non-unit fraction of amounts.</p> <p><b>Day 5:</b> Outcomes: 1. Find unit fractions and non-unit fractions of amounts</p>

**The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings.** However, some teachers may prefer to use textbooks as an additional source of practice. We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks. These are new books, written specifically to match the new National Curriculum. Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>