

**Year 4 Maths Long Term Overview Scheme 3.0**

***Rationale***

This overview is designed to run alongside the White Rose Schemes of Learning (Version 3.0) found [here](https://whiterosemaths.com/resources/primary). The small steps within White Rose are not necessarily designed to cover one lesson so some may be repeated which can be used to consolidate concepts or allow children greater access to reasoning and problem solving. This is particularly evident in the Y1 schemes. The lessons that are linked to the [DFE ready to progress criteria](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) are identified with a reference such as **(NPV-1),** teachers can use these to refer to the document for additional planning support. Due to differing term lengths, these overviews do not directly match those on White Rose. For instance, some units are started earlier in the term or the term before, but they all correlate with the schemes of learning.

***Vocabulary***

There are also two vocabulary rows on the document, which show the subject specific vocabulary that needs to be introduced or re-introduced as part of the unit as well as what should have been covered in the previous year group. It is essential that teachers refer to previous year’s vocabulary especially if children are not secure. If children are still struggling to define certain pieces of vocabulary, teachers should be encouraged to reintroduce them. Whole school vocabulary progression documents are within the Maths area on ReachIn and this language is also present on the accompanying knowledge organisers.

**Consolidation/revisiting**

The consolidation row has been removed from the most recent overviews as we suggest that the White Rose ‘Flashback 4s’ are used to revisit and consolidate learning as they reduce workload for teachers and comprehensively revisit taught content. If you chose not to use these, teachers should be encouraged to spend half the week looking at the previous year’s small steps before teaching a unit and revisit them briefly. For the other half, they’d be encouraged to revisit learning they’ve done during the current year.

Also, the new White Rose schemes have removed the explicit recap sessions, however the beginning of the units include steps from the previous year to ensure children have the required knowledge to access new learning.

***Assessment/Consolidation Weeks***

The end of unit assessments have been left in, these can be taken from the previous years’ resources as they will broadly match the topic being taught. Finally, within the plans there are also assessment/consolidation weeks which have been put in to revisit topics children struggled with or as buffers for if and when units overrun to accommodate assessments, trips, productions etc. These documents are also fully editable so topics or assessment weeks can be moved around or lengthened if necessary and to accommodate different term lengths. The term lengths are kept as seven weeks for the two autumn half terms and summer 2 and six for the rest. However, they can be adapted to meet differing term lengths

**Currently only Autumn term on document**

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| **Autumn 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Units** | **Number: Place Value** | **Number: Place Value** | **Number: Place Value** | **Number: Place Value** | **Number: Addition and subtraction** | **Number: Addition and subtraction** | **Number: Addition and subtraction** |
| **Lesson objectives (Small steps)** | 1) Represent numbers to 1,000 **(NPV-2)**  2)Partition numbers to 1,000 **(NPV-2)**  3)Number line to 1,000 **(NPV-3)**  4) Thousands **(NPV-2)** | 5) Represent numbers to 10,000 **(NPV-2)**  6) Partition numbers to 10,000 **(NPV-2)**  7) Flexible partitioning of numbers to 10,000 **(NPV-2)**  8) Find 1, 10, 100, 1000 more or less **(NPV-3)** | 9) Number line to 10,000 **(NPV-3)**  10) Estimate on a number line to 10,000 **(NPV-3)**  11) Compare numbers to 10,000 **(NPV-3)**  12) Order numbers to 10,000 **(NPV-3)**  13) Roman numerals | 14)Round to the nearest 10 **(NPV-3)**  15)Round to the nearest 100 **(NPV-3)**1) Count in 25s **(NPV-3)**  16) Round to the nearest 1,000 **(NPV-3)**  17) Round to the nearest 10, 100 or 1,000  18) Mini-assessment (end of unit assessment) | 1) Add and subtract 1s, 10s, 100s and 1000s  2) Add up to two 4-digit numbers – no exchange  3) Add two 4-digit numbers – one exchange  4) Add two 4-digit numbers – More than one exchange | 5) Subtract two 4-digit numbers – no exchange  6) Subtract two 4-digit numbers – one exchange  7) Subtract two 4-digit numbers – more than one exchange | 8) Efficient subtraction  9) Estimate answers  10) Checking strategies  11) Mini-assessment (end of unit assessment) |
| **Vocabulary (Year group specific)** | Four-digit  Thousands | Four-digit  Thousands  1000 more  1000 less | Thousands  Four-digit  1000 more  1000 less  Roman Numerals  Round | Thousands  1000 more  1000 less  Four-digit  Round | 4-digit number  Thousands  Operations  Methods | 4-digit number Thousands  Operations  Methods | 4-digit number Thousands  Operations  Methods |
| **Previous years Vocabulary** | Count in multiples  3-digit number  Hundreds  10 or 100 more  10 or 100 less | Count in multiples  3-digit number  Hundreds  10 or 100 more  10 or 100 less | Count in multiples  3-digit number  Hundreds  10 or 100 more  10 or 100 less | Count in multiples  3-digit number  Hundreds  10 or 100 more  10 or 100 less | 3-digit number  Hundreds  Column addition  Column subtraction  Exchange  Estimate  Complements  Operations | 3-digit number  Hundreds  Column addition  Column subtraction  Exchange  Estimate  Complements  Operations | 3-digit number  Hundreds  Column addition  Column subtraction  Exchange  Estimate  Complements  Operations |

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| **Autumn 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Units** | **Measurement: Area** | **Number: Multiplication and division** | **Assessment/**  **consolidation week** | **Number: Multiplication and division** | **Number: Multiplication and division** | **Number: Multiplication and division** | **Consolidation** |
| **Lesson objectives (Small steps)** | 1) What is area?  2) Count squares  3) Make shapes  4) Comparing areas  5) Mini-assessment (end of unit assessment  Unit could be extended to be over two weeks and time taken from assessment week or Multiplication and Division | 1) Multiples of 3 **(NF1, MD-2)**  2)Multiply and divide by 6 **(NF1, MD-2)**  3) 6 times-table and division facts **(NF1, MD-2)** | Week can be used to carry out assessment or as an opportunity to consolidate learning done so far.  Also can be used as a buffer for any units that overrun such as area | 4) Multiply and divide by 9 **(NF1, MD-2)**  5) 9 times-table and division facts **(NF1, MD-2) 6**  6) 3, 6 and 9 times-table **(NF1, MD-2)** | 7) Multiply and divide by 7 **(NF1, MD-2)**  8)7 times-table and division facts **(NF1, MD-2)**  9) 11 times-table and division facts **(NF1, MD-2)**  10) 12 times-table and division facts **(NF1, MD-2)** | 11) Multiply by 1 and 0  12) Divide a number by 1 and itself **(NF1, MD-2)**  13) Multiply 3 numbers **(NF1, MD-2)**  14) Mini assessment/problem solving | Week used for additional activities on content learnt or as consolidation.  Could also be used to bring forward the first week of next term. |
| **Vocabulary (Year group specific)** | Area | Derived facts  Distributive law |  | Derived facts  Distributive law | Derived facts  Distributive law | Derived facts  Distributive law |  |
| **Previous years Vocabulary** | N/A | Mathematical statements  Missing number problems  Integer scaling problems  Correspondence problems  Derived Facts |  | Mathematical statements  Missing number problems  Integer scaling problems  Correspondence problems  Derived Facts | Mathematical statements  Missing number problems  Integer scaling problems  Correspondence problems  Derived Facts | Mathematical statements  Missing number problems  Integer scaling problems  Correspondence problems  Derived Facts |  |