A Small School with a BIG Heart
Ellingham C of E Primary School

Medium Term Plan: Maths Y3 / Y4 Spring 2: Earth Works

Week	Learning Objectives	Key Outcomes	Vocabulary
1	M: To explore fractions. T: To recognise and find $\frac{1}{2}$, 1/3 and $\frac{1}{4}$. To recap unit and non-unit fractions. W: To recognise and find non-unit fractions. To recognise fractions greater than 1. Th: To recognise and find non-unit fractions. To count in fractions.	M: I can recognise and use fractions as numbers including unit fractions and non-unit fractions with small denominators. I can recognise and use fractions as numbers including unit fractions and non-unit fractions with small denominators. (Y3 recap) T: I can recognise and use fractions as numbers including unit fractions and non-unit fractions with small denominators. I can recognise and use fractions as numbers including unit fractions and non-unit fractions with small denominators. (Y3 recap) W: I can recognise and use fractions as numbers including unit fractions and non-unit fractions with small denominators. I can use number lines to represent fractions and count up and down in fractions, including fractions greater than one whole. Th: I can recognise and use fractions as numbers including unit fractions and non-unit fractions with small denominators. I can use number lines to represent fractions and count up and down in fractions, including fractions greater than one whole.	Fraction, unit fraction, non-unit fraction, half, third, quarter, denominator, numerator
2	M: To count in fractions. To recognise and use tenths. T: To recognise and use tenths. To find unit fractions of an amount. W: To represent fractions on a number line. To find non-unit fractions of an amount. Th: To find unit fractions of an amount. To find fractions of a quantity.	M: I can use number lines to represent fractions and count up and down in fractions, including going beyond one whole. I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. (Y3 recap) T: I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. I can recognise, find and write fractions of an amount or discrete set of objects using unit fractions and non-unit fractions with small denominators. (Y3 recap) W: I can use number lines to represent fractions and count up and down in fractions, including going beyond one whole. I can recognise, find and write fractions of an amount or discrete set of objects using unit fractions and non-unit fractions with small denominators. (Y3 recap) Th: I can recognise, find and write fractions of an amount or discrete set of objects using unit fractions and non-unit fractions with small denominators. I can recognise, find and write fractions of an amount or discrete set of objects using unit fractions and non-unit fractions with small denominators. (Y3 recap)	Tenths
3	M: To find non-unit fractions of an amount. To explore equivalent fractions. T: To find fractions of an amount. To explore equivalent fractions. W: To explore equivalent fractions. To find more than one equivalent fraction. Th: To explore equivalent fractions. To reason with equivalent fractions.	M: I can recognise, find and write fractions of an amount or discrete set of objects using unit fractions and non-unit fractions with small denominators. I can recognise and show, using diagrams, families of common equivalent fractions. T: I can recognise, find and write fractions of an amount or discrete set of objects using unit fractions and non-unit fractions with small denominators. I can use factors and multiples to recognise equivalent fractions and simplify where appropriate W: I can recognise and show, using diagrams, equivalent fractions with small denominators. I can recognise and show, using diagrams, families of common equivalent fractions. Th: I can recognise and show, using diagrams, equivalent fractions with small denominators. I can use factors and multiples to recognise equivalent fractions and simplify where appropriate	Equivalent fractions
4	M: To reason with equivalent fractions. To add fractions with the same denominator. T: To add fractions with the same denominator. To add fractions with the same denominator. W: To add fractions with the same denominator. To subtract fractions with the same denominator. Th: To subtract fractions with the same denominator. To subtract fractions with the same denominator.	M: I can recognise and show, using diagrams, equivalent fractions with small denominators. I can add and subtract fractions with the same denominator, in more complex problems beyond one whole, including adding more than two fractions and subtracting from whole amounts. T: I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). I can add and subtract fractions with the same denominator, in more complex problems beyond one whole, including adding more than two fractions and subtracting from whole amounts. W: I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). I can add and subtract fractions with the same denominator, in more complex problems beyond one whole, including adding more than two fractions and subtracting from whole amounts. Th: I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). I can add and subtract fractions with the same denominator, in more complex problems beyond one whole, including adding more than two fractions and subtracting from whole amounts.	Denominator, numerator

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5	M: To subtract fractions with the same denominator. To subtract fractions from a whole number. T: To subtract fractions from a whole number. To solve problems using fractions. W: To solve problems using fractions. To recognise tenths and hundredths. Th: To compare fractions. To recognise tenths as decimals.	M: I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). I can add and subtract fractions with the same denominator, in more complex problems beyond one whole, including adding more than two fractions and subtracting from whole amounts. T: I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7). I can solve more complex problems involving increasingly harder fractions to calculate and divide quantities, including using non-unit fractions, where the answer is a whole number. W: I can solve problems that involve all of the above. I recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Th: I can compare and order unit fractions, and non-unit fractions with the same denominators.	Hundredths, decimals
6	M: To order fractions. To use tenths on a place value chart. T: To recognise tenths as decimals. To represent tenths on a number line. W: To use tenths on a place value chart. To divide 1 digit numbers by 10. Th: To divide 1 digit numbers by 10. To divide 2 digit numbers by 10.	M: I can compare and order unit fractions, and non-unit fractions with the same denominators. I can recognise and represent tenths as decimals. (Y3 recap) T: I can recognise and represent tenths as decimals. I can use number lines to represent decimals up to two decimal places and count up and down in decimals, including going beyond one whole. W: I can recognise and represent tenths as decimals. I can 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. Th: I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. I can 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.	