



# Mathematics

## Long Term Plan

### Year 4

Updated June 2023

To be read in conjunction with the Calculation Policy




# Year 4 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	NUMBER Place Value				NUMBER Addition and Subtraction <i>Including explicit teaching of mental methods</i>			PiXL Assessments	MEASUREMENT Area	NUMBER Multiplication and Division A <i>Including explicit teaching of mental methods</i>			NUMBER Multiplication and Division B
	NUMBER Multiplication and Division B continued			MEASUREMENT Length and Perimeter		NUMBER Fractions	PiXL Assessments	NUMBER Fractions continued		NUMBER Decimals A		Statistics	
Spring	NUMBER Decimals B		MEASUREMENT Time	MEASUREMENT Money	GEOMETRY Shape		GEOMETRY Position and Direction	PiXL Assessments	Consolidation of RTP's PiXL Analysis Focus Times Tables Focus				
Summer	NUMBER Decimals B		MEASUREMENT Time	MEASUREMENT Money	GEOMETRY Shape		GEOMETRY Position and Direction	PiXL Assessments	 <b>My Money Maths</b>				





# Year 4 Medium Term Plan

Autumn Term	Weeks 1-4	Weeks 5-7	Week 8	Week 9	Weeks 10-12 Maths Week England	Week 13
Domain	Place Value	Addition and Subtraction		Area	Multiplication and Division A	Multiplication and Division B
NC Objective	<ul style="list-style-type: none"> <li>★ Identify, represent and estimate numbers using different representations</li> <li>★ Count in multiples of 6, 7, 9, 25 and 1,000</li> <li>★ Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)</li> <li>★ Find 1,000 more or less than a given number</li> <li>★ Order and compare numbers beyond 1,000</li> <li>★ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> <li>★ Round any number to the nearest 10, 100 or 1,000</li> </ul> <p style="text-align: center; border: 1px solid green; padding: 5px; color: green;">Ensure negative numbers are introduced in Year 4.</p> <ul style="list-style-type: none"> <li>★ Count backwards through zero to include negative numbers</li> </ul> <p style="text-align: center; border: 1px solid green; padding: 5px; color: green;">Ensure coverage of:</p> <ul style="list-style-type: none"> <li>★ Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul>	<ul style="list-style-type: none"> <li>★ Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>★ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>★ Estimate and use inverse operations to check answers to a calculation</li> </ul>	PiXL Assessments	<ul style="list-style-type: none"> <li>★ Find the area of rectilinear shapes by counting squares</li> </ul>	<div style="text-align: center;">  <p style="background-color: #e67e22; color: white; padding: 10px; border-radius: 5px; margin: 5px auto; width: 80%;">Maths Week England will be celebrated during this block with a set focus</p> </div> <ul style="list-style-type: none"> <li>★ Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>★ Recognise and use factor pairs and commutativity in mental calculations</li> <li>★ 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</li> </ul>	<ul style="list-style-type: none"> <li>★ Recognise and use factor pairs and commutativity in mental calculations</li> </ul>
Smaller Steps (WRM)	<ul style="list-style-type: none"> <li>Step 1 Represent numbers to 1,000</li> <li>Step 2 Partition numbers to 1,000</li> <li>Step 3 Number line to 1,000</li> <li>Step 4 Thousands</li> <li>Step 5 Represent numbers to 10,000</li> <li>Step 6 Partition numbers to 10,000</li> <li>Step 7 Flexible partitioning of numbers to 10,000</li> <li>Step 8 Find 1, 10, 100, 1,000 more or less</li> <li>Step 9 Number line to 10,000</li> <li>Step 10 Estimate on a number line to 10,000</li> <li>Step 11 Compare numbers to 10,000</li> <li>Step 12 Order numbers to 10,000</li> <li>Step 13 Roman numerals</li> <li>Step 14 Round to the nearest 10</li> <li>Step 15 Round to the nearest 100</li> <li>Step 16 Round to the nearest 1,000</li> <li>Step 17 Round to the nearest 10, 100 or 1,000</li> </ul>	<ul style="list-style-type: none"> <li>Step 1 Add and subtract 1s, 10s, 100s and 1,000s</li> <li>Step 2 Add up to two 4-digit numbers - no exchange</li> <li>Step 3 Add two 4-digit numbers - one exchange</li> <li>Step 4 Add two 4-digit numbers - more than one exchange</li> <li>Step 5 Subtract two 4-digit numbers - no exchange</li> <li>Step 6 Subtract two 4-digit numbers - one exchange</li> <li>Step 7 Subtract two 4-digit numbers - more than one exchange</li> <li>Step 8 Efficient subtraction</li> <li>Step 9 Estimate answers</li> <li>Step 10 Checking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Step 1 What is area?</li> <li>Step 2 Count squares</li> <li>Step 3 Make shapes</li> <li>Step 4 Compare areas</li> </ul>	<ul style="list-style-type: none"> <li>Step 1 Multiples of 3</li> <li>Step 2 Multiply and divide by 6</li> <li>Step 3 6 times-table and division facts</li> <li>Step 4 Multiply and divide by 9</li> <li>Step 5 9 times-table and division facts</li> <li>Step 6 The 3, 6 and 9 times-tables</li> <li>Step 7 Multiply and divide by 7</li> <li>Step 8 7 times-table and division facts</li> <li>Step 9 11 times-table and division facts</li> <li>Step 10 12 times-table and division facts</li> <li>Step 11 Multiply by 1 and 0</li> <li>Step 12 Divide a number by 1 and itself</li> <li>Step 13 Multiply three numbers</li> </ul>	<ul style="list-style-type: none"> <li>Step 1 Factor pairs</li> <li>Step 2 Use factor pairs</li> <li>Step 3 Multiply by 10</li> <li>Step 4 Multiply by 100</li> <li>Step 5 Divide by 10</li> </ul>	

RTP's

- ★ **4NPV-1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
  - **Step 4-Thousands**
- ★ **4NPV-2** Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning.
  - **Step 5-Represent numbers to 10,000**
  - **Step 6-Partition numbers to 10,000**
  - **Step 7-Flexible partitioning of numbers to 10,000**
- ★ **4NPV-3** Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each
  - **Step 8-Find 1, 10, 100, 1,000 more or less**
  - **Step 9-Number line to 10,000**
  - **Step 10-Estimate on a number line to 10,000**
  - **Step 11-Compare numbers to 10,000**
  - **Step 12-Order numbers to 10,000**
  - **Step 14-Round to the nearest 10**
  - **Step 15-Round to the nearest 100**
  - **Step 16-Round to the nearest 1,000**
  - **Step 17-Round to the nearest 10,000**
- ★ **4NPV-4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
  - **Step 9-Number line to 10,000**
  - **Step 10-Estimate on a number line to 10,000**

- ★ **4NF-1** Recall multiplication and division facts up to  $12 \times 12$  and recognise products in multiplication tables as multiples of the corresponding number.
  - **All 13 steps in this block relate to this criterion**
- ★ **4NF-2** Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.
  - **All 13 steps in this block relate to this criterion**
- ★ **4MD-2** Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.
  - **All 13 steps in this block relate to this criterion**

- ★ **4NPV-1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
  - **Step 3-Multiply by 10**
  - **Step 4-Multiply by 100**
  - **Step 5-Divide by 10**
- ★ **4NF-1** Recall multiplication and division facts up to  $12 \times 12$  and recognise products in multiplication tables as multiples of the corresponding number.
  - **Step 1-Factor pairs**
  - **Step 2-Use factor pairs**
- ★ **4NF-3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)
  - **Step 4-Multiply by 100**
- ★ **4MD-1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
  - **Step 3-Multiply by 10**
  - **Step 4-Multiply by 100**
  - **Step 5-Divide by 10**



# Year 4 Medium Term Plan

Spring Term	Weeks 1-2	Weeks 3-4	Week 5	Week 6	Weeks 7-8	Weeks 9-11	Week 12
<b>Domain</b>	<b>Multiplication and Division B</b>	<b>Length and Perimeter</b>	<b>Fractions</b>		<b>Fractions continued</b>	<b>Decimals A</b>	<b>Statistics</b>
<b>NC Objective</b>	<ul style="list-style-type: none"> <li>★ Recognise and use factor pairs and commutativity in mental calculations</li> <li>★ Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>★ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</li> <li>★ Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout</li> <li>★ Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects</li> </ul>	<ul style="list-style-type: none"> <li>★ Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>★ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul>	<ul style="list-style-type: none"> <li>★ Recognise and show, using diagrams, families of common equivalent fractions</li> <li>★ Add and subtract fractions with the same denominator</li> </ul>	<b>PiXL Assessments</b>	<ul style="list-style-type: none"> <li>★ Recognise and show, using diagrams, families of common equivalent fractions</li> <li>★ Add and subtract fractions with the same denominator</li> <li>★ 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</li> <li>★ Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>★ Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>★ Compare numbers with the same number of decimal places up to 2 decimal places</li> <li>★ Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>★ Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>★ Recognise and show, using diagrams, families of common equivalent fractions</li> <li>★ Recognise and write decimal equivalents to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math></li> <li>★ Round decimals with one decimal place to the nearest whole number</li> <li>★ Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>★ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>★ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>
<b>Smaller Steps (WRM)</b>	<ul style="list-style-type: none"> <li>Step 6: Divide by 100</li> <li>Step 7: Related facts – multiplication and division</li> <li>Step 8: Informal written methods for multiplication</li> <li>Step 9: Multiply a 2-digit number by a 1-digit number</li> <li>Step 10: Multiply a 3-digit number by a 1-digit number</li> <li>Step 11: Divide a 2-digit number by a 1-digit number (1)</li> <li>Step 12: Divide a 2-digit number by a 1-digit number (2)</li> <li>Step 13: Divide a 3-digit number by a 1-digit number</li> <li>Step 14: Correspondence problems</li> <li>Step 15: Efficient multiplication</li> </ul>	<ul style="list-style-type: none"> <li>Step 1: Measure in kilometres and metres</li> <li>Step 2: Equivalent lengths (kilometres and metres)</li> <li>Step 3: Perimeter on a grid</li> <li>Step 4: Perimeter of a rectangle</li> <li>Step 5: Perimeter of rectilinear shapes</li> <li>Step 6: Find missing lengths in rectilinear shapes</li> <li>Step 7: Calculate perimeter of rectilinear shapes</li> <li>Step 8: Perimeter of regular polygons</li> <li>Step 9: Perimeter of polygons</li> </ul> <p>Steps 8&amp;9 are not taken from the Year 4 National Curriculum, they are included to take into account the RTP criteria</p>	<ul style="list-style-type: none"> <li>Step 1: Understand the whole</li> <li>Step 2: Count beyond 1</li> <li>Step 3: Partition a mixed number</li> <li>Step 4: Number lines with mixed numbers</li> <li>Step 5: Compare and order mixed numbers</li> </ul> <p>Steps 2-8 are not taken from the Year 4 National Curriculum, they are included to take into account the RTP criteria</p>			<ul style="list-style-type: none"> <li>Step 6: Understand improper fractions</li> <li>Step 7: Convert mixed numbers to improper fractions</li> <li>Step 8: Convert improper fractions to mixed numbers</li> <li>Step 9: Equivalent fractions on a number line</li> <li>Step 10: Equivalent fraction families</li> <li>Step 11: Add two or more fractions</li> <li>Step 12: Add fractions and mixed numbers</li> <li>Step 13: Subtract two fractions</li> <li>Step 14: Subtract from whole amounts</li> <li>Step 15: Subtract from mixed numbers</li> </ul> <p>Steps 2-8 are not taken from the Year 4 National Curriculum, they are included to take into account the RTP criteria</p>	<ul style="list-style-type: none"> <li>Step 1: Tenths as fractions</li> <li>Step 2: Tenths as decimals</li> <li>Step 3: Tenths on a place value chart</li> <li>Step 4: Tenths on a number line</li> <li>Step 5: Divide a 1-digit number by 10</li> <li>Step 6: Divide a 2-digit number by 10</li> <li>Step 7: Hundredths as fractions</li> <li>Step 8: Hundredths as decimals</li> <li>Step 9: Hundredths on a place value chart</li> <li>Step 10: Divide a 1- or 2-digit number by 100</li> </ul>

<p>RTP's</p>	<ul style="list-style-type: none"> <li>★ <b>4NPV-1</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. <ul style="list-style-type: none"> <li>• <b>Step 6-Divide by 100</b></li> </ul> </li> <li>★ <b>4NF-1</b> Recall multiplication and division facts up to <math>12 \times 12</math> and recognise products in multiplication tables as multiples of the corresponding number. <ul style="list-style-type: none"> <li>• <b>Step 7-Related facts -multiplication and division</b></li> <li>• <b>Step 8-Informal written methods for multiplication</b></li> <li>• <b>Step 9-Multiply a 2-digit number by a 1-digit number</b></li> <li>• <b>Step 10-Multiply a 3-digit number by a 1-digit number</b></li> </ul> </li> <li>★ <b>4NF-2</b> Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. <ul style="list-style-type: none"> <li>• <b>Step 11-Divide a 2-digit number by a 1-digit number (1)</b></li> <li>• <b>Step 12-Divide a 2-digit number by a 1-digit number (2)</b></li> <li>• <b>Step 13-Divide a 3-digit number by a 1-digit number</b></li> </ul> </li> <li>★ <b>4NF-3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) <ul style="list-style-type: none"> <li>• <b>Step 6-Divide by 100</b></li> </ul> </li> <li>★ <b>4MD-1</b> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. <ul style="list-style-type: none"> <li>• <b>Step 6-Divide by 100</b></li> </ul> </li> <li>★ <b>4MD-3</b> Understand and apply the distributive property of multiplication. <ul style="list-style-type: none"> <li>• <b>Step 8-Informal written methods for multiplication</b></li> <li>• <b>Step 9-Multiply a 2-digit number by a 1-digit number</b></li> <li>• <b>Step 10-Multiply a 3-digit number by a 1-digit number</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ <b>4G-2</b> Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. <ul style="list-style-type: none"> <li>• <b>Step 8-Perimeter of regular polygons</b></li> <li>• <b>Step 9-Perimeter of polygons</b></li> </ul> </li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px; text-align: center;"> <p>The perimeter section is not a Year 4 objective but helps to prepare for Year 5 if introduced now.</p> </div>	<ul style="list-style-type: none"> <li>★ <b>4F-1</b> Reason about the location of mixed numbers in the linear number system. <ul style="list-style-type: none"> <li>• <b>Step 4-Number lines with mixed numbers</b></li> <li>• <b>Step 5-Compare and order mixed numbers</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ <b>4F-2</b> Convert mixed numbers to improper fractions and vice versa. <ul style="list-style-type: none"> <li>• <b>Step 7-Convert mixed numbers to improper fractions</b></li> <li>• <b>Step 8-Convert improper fractions to mixed numbers</b></li> </ul> </li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px; text-align: center;"> <p>Not a Year 4 objective but helps to prepare for Year 5 if introduced now.</p> </div> <ul style="list-style-type: none"> <li>★ <b>4F-3</b> Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. <ul style="list-style-type: none"> <li>• <b>Step 12-Add fractions and mixed numbers</b></li> <li>• <b>Step 14-Subtract from whole amounts</b></li> <li>• <b>Step 15-Subtract from mixed numbers</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ <b>4NF-3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) <ul style="list-style-type: none"> <li>• <b>Step 10-Divide a 1-or 2-digit number by 100</b></li> </ul> </li> </ul>
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# Year 4 Medium Term Plan

Summer Term	Weeks 1-2	Week 3	Week 4	Weeks 5-6	Week 7	Week 8	Weeks 9-12 My Money Maths
Domain	Decimals B	Time	Money	Shape	Position and Direction		Consolidation of RTP's and Times Tables
NC Objective	<ul style="list-style-type: none"> <li>★ Recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>★ Compare numbers with the same number of decimal places up to 2 decimal places</li> <li>★ Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>★ Recognise and write decimal equivalents to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math></li> <li>★ Round decimals with one decimal place to the nearest whole number</li> <li>★ Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>★ Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>★ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	<ul style="list-style-type: none"> <li>★ Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>★ Estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>	<ul style="list-style-type: none"> <li>★ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>★ Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>★ Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>★ Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>★ Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>★ Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>★ Plot specified points and draw sides to complete a given polygon.</li> </ul>		
Smaller Steps (WRM)	<ul style="list-style-type: none"> <li>Step 1: Make a whole with tenths</li> <li>Step 2: Make a whole with hundredths</li> <li>Step 3: Partition decimals</li> <li>Step 4: Flexibly partition decimals</li> <li>Step 5: Compare decimals</li> <li>Step 6: Order decimals</li> <li>Step 7: Round to the nearest whole number</li> <li>Step 8: Halves and quarters as decimals</li> </ul>	<ul style="list-style-type: none"> <li>Step 1: Years, months, weeks and days</li> <li>Step 2: Hours, minutes and seconds</li> <li>Step 3: Convert between analogue and digital times</li> <li>Step 4: Convert to the 24-hour clock</li> <li>Step 5: Convert from the 24-hour clock</li> </ul>	<ul style="list-style-type: none"> <li>Step 1: Write money using decimals</li> <li>Step 2: Convert between pounds and pence</li> <li>Step 3: Compare amounts of money</li> <li>Step 4: Estimate with money</li> <li>Step 5: Calculate with money</li> <li>Step 6: Solve problems with money</li> </ul>	<ul style="list-style-type: none"> <li>Step 1: Understand angles as turns</li> <li>Step 2: Identify angles</li> <li>Step 3: Compare and order angles</li> <li>Step 4: Triangles</li> <li>Step 5: Quadrilaterals</li> <li>Step 6: Polygons</li> <li>Step 7: Lines of symmetry</li> <li>Step 8: Complete a symmetric figure</li> </ul>	<ul style="list-style-type: none"> <li>Step 1: Describe position using coordinates</li> <li>Step 2: Plot coordinates</li> <li>Step 3: Draw 2-D shapes on a grid</li> <li>Step 4: Translate on a grid</li> <li>Step 5: Describe translation on a grid</li> </ul>		
RTP's				<ul style="list-style-type: none"> <li>★ <b>4G-2</b> Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons               <ul style="list-style-type: none"> <li>• Step 4-Triangles</li> <li>• Step 5-Quadrilaterals</li> <li>• Step 6-Polygons</li> </ul> </li> <li>★ <b>4G-3</b> Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.               <ul style="list-style-type: none"> <li>• Step 7-Lines of symmetry</li> <li>• Step 8-Complete a symmetric figure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ <b>4G-1</b> Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.               <ul style="list-style-type: none"> <li>• Step 3-Draw 2-D shapes on a grid</li> <li>• Step 4-Translate on a grid</li> </ul> </li> </ul>		

Young Enterprise 'My Money Maths' will take place during this block with a set focus



This time is also used to consolidate:

- ★ RTP's that need revisiting
- ★ Areas of concern through the PiXL analysis
- ★ Times Tables

PiXL Assessments