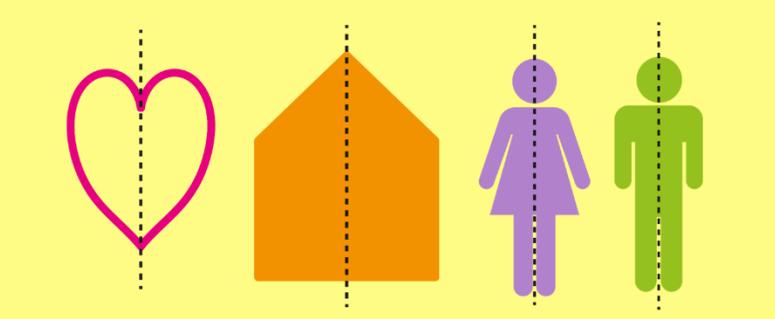


| Year Four Autumn Term Reasoning |   | Knowledge Organiser Vocabulary  | Knowledge Organiser Visuals  |   |   |   |          |   |  |                 |   |  |        |                     |   |   |       |   |   |          |  |  |
|---------------------------------|---|---|--|---|---|---|----------|---|--|-----------------|---|--|--------|---------------------|---|---|-------|---|---|----------|--|--|
| Week 1                          | National Curriculum   | <p><b>Place Value</b></p> <p><b>Recall from Y3:</b> recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). Read and write numbers up to 1,000 in numerals and in words</p> <p><b>Teach for Y4:</b> recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s). Identify, represent and estimate numbers using different representations</p> <p><b>Stretch with:</b> An understanding of value. What is the value of the 4 in 3,409?</p> |  |   |   |   |          |   |  |                 |   |  |        |                     |   |   |       |   |   |          |  |  |
|                                 | Know Your Facts   | Pre-Teach N/A   |  |   |   |   |          |   |  |                 |   |  |        |                     |   |   |       |   |   |          |  |  |
| Week 2                          | National Curriculum   | <p><b>Order and Compare Numbers</b></p> <p>Recall from Y3: compare and order numbers up to 1000</p> <p><b>Teach for Y4:</b> Order and compare numbers beyond 1,000. compare numbers with the same number of decimal places up to two decimal places</p> <p><b>Stretch with:</b> Numbers with similar digits, in different places.</p>   |  |   |   |   |          |   |  |                 |   |  |        |                     |   |   |       |   |   |          |  |  |
|                                 | Know Your Facts   | Pre-Teach N/A   |  |   |   |   |          |   |  |                 |   |  |        |                     |   |   |       |   |   |          |  |  |
| Week 3                          | National Curriculum Statements  | <p><b>Addition</b></p> <p><b>Recall from Y3:</b> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Teach for Y4:</b> solve addition two-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Stretch with:</b> Missing number in written methods.</p>   | <table border="1"> <thead> <tr> <th>Written Calculations</th> <th>Addition</th> <th>Subtraction</th> </tr> </thead> <tbody> <tr> <td>Below Y4</td> <td> <p>Expanded column addition.</p> <math display="block">\begin{array}{r} 422 + 125 \\ \hline 400 \quad 20 \quad 2 \\ + 100 \quad 20 \quad 5 \\ \hline 500 + 40 + 7 \\ \hline = 547 \\ \hline 765 + 235 \\ \hline 700 \quad 60 \quad 5 \\ + 200 \quad 30 \quad 5 \\ \hline 900 + 90 + 10 \\ \hline = 1000 \end{array}</math> </td> <td> <p>Expanded column subtraction.</p> <math display="block">\begin{array}{r} 827 - 356 \\ \hline 700 \quad 20 \quad 7 \\ - 300 \quad 50 \quad 6 \\ \hline 400 \quad 70 \quad 1 \\ \hline = 471 \end{array}</math> </td> </tr> <tr> <td>Know Your Facts</td> <td>Pre-Teach call and response statements from Week 5 Equivalent Fractions</td> <td></td> </tr> <tr> <td rowspan="2">Week 4</td> <td>National Curriculum</td> <td> <p><b>Subtraction</b></p> <p><b>Recall from Y3:</b> subtract numbers with up to 3 digits, using formal written methods of columnar subtraction</p> <p><b>Teach for Y4:</b> solve subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Stretch with:</b> Missing number in written methods.</p> </td> <td rowspan="2"> <table border="1"> <tbody> <tr> <td>At Y4</td> <td> <p>Column addition.</p> <math display="block">\begin{array}{r} 9874 \\ + 1294 \\ \hline 11168 \end{array}</math> </td> <td> <p>Column subtraction.</p> <math display="block">\begin{array}{r} 6925 \\ - 4619 \\ \hline 2306 \end{array}</math> </td> </tr> <tr> <td>Above Y4</td> <td> <p>Column addition</p> <math display="block">\begin{array}{r} 1721 \\ + 431 \\ \hline 2152 \end{array}</math> </td> <td> <p>Column subtraction</p> <math display="block">\begin{array}{r} 98465 \\ - 3924 \\ \hline 94541 \end{array}</math> </td> </tr> </tbody> </table> </td> </tr> </tbody> </table> | Written Calculations  | Addition  | Subtraction   | Below Y4 | <p>Expanded column addition.</p> $\begin{array}{r} 422 + 125 \\ \hline 400 \quad 20 \quad 2 \\ + 100 \quad 20 \quad 5 \\ \hline 500 + 40 + 7 \\ \hline = 547 \\ \hline 765 + 235 \\ \hline 700 \quad 60 \quad 5 \\ + 200 \quad 30 \quad 5 \\ \hline 900 + 90 + 10 \\ \hline = 1000 \end{array}$ | <p>Expanded column subtraction.</p> $\begin{array}{r} 827 - 356 \\ \hline 700 \quad 20 \quad 7 \\ - 300 \quad 50 \quad 6 \\ \hline 400 \quad 70 \quad 1 \\ \hline = 471 \end{array}$ | Know Your Facts | Pre-Teach call and response statements from Week 5 Equivalent Fractions |  | Week 4 | National Curriculum | <p><b>Subtraction</b></p> <p><b>Recall from Y3:</b> subtract numbers with up to 3 digits, using formal written methods of columnar subtraction</p> <p><b>Teach for Y4:</b> solve subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Stretch with:</b> Missing number in written methods.</p> | <table border="1"> <tbody> <tr> <td>At Y4</td> <td> <p>Column addition.</p> <math display="block">\begin{array}{r} 9874 \\ + 1294 \\ \hline 11168 \end{array}</math> </td> <td> <p>Column subtraction.</p> <math display="block">\begin{array}{r} 6925 \\ - 4619 \\ \hline 2306 \end{array}</math> </td> </tr> <tr> <td>Above Y4</td> <td> <p>Column addition</p> <math display="block">\begin{array}{r} 1721 \\ + 431 \\ \hline 2152 \end{array}</math> </td> <td> <p>Column subtraction</p> <math display="block">\begin{array}{r} 98465 \\ - 3924 \\ \hline 94541 \end{array}</math> </td> </tr> </tbody> </table> | At Y4 | <p>Column addition.</p> $\begin{array}{r} 9874 \\ + 1294 \\ \hline 11168 \end{array}$ | <p>Column subtraction.</p> $\begin{array}{r} 6925 \\ - 4619 \\ \hline 2306 \end{array}$ | Above Y4 | <p>Column addition</p> $\begin{array}{r} 1721 \\ + 431 \\ \hline 2152 \end{array}$ | <p>Column subtraction</p> $\begin{array}{r} 98465 \\ - 3924 \\ \hline 94541 \end{array}$ |
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| Week 4                          | National Curriculum   | <p><b>Subtraction</b></p> <p><b>Recall from Y3:</b> subtract numbers with up to 3 digits, using formal written methods of columnar subtraction</p> <p><b>Teach for Y4:</b> solve subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Stretch with:</b> Missing number in written methods.</p>   | <table border="1"> <tbody> <tr> <td>At Y4</td> <td> <p>Column addition.</p> <math display="block">\begin{array}{r} 9874 \\ + 1294 \\ \hline 11168 \end{array}</math> </td> <td> <p>Column subtraction.</p> <math display="block">\begin{array}{r} 6925 \\ - 4619 \\ \hline 2306 \end{array}</math> </td> </tr> <tr> <td>Above Y4</td> <td> <p>Column addition</p> <math display="block">\begin{array}{r} 1721 \\ + 431 \\ \hline 2152 \end{array}</math> </td> <td> <p>Column subtraction</p> <math display="block">\begin{array}{r} 98465 \\ - 3924 \\ \hline 94541 \end{array}</math> </td> </tr> </tbody> </table>  | At Y4   | <p>Column addition.</p> $\begin{array}{r} 9874 \\ + 1294 \\ \hline 11168 \end{array}$ | <p>Column subtraction.</p> $\begin{array}{r} 6925 \\ - 4619 \\ \hline 2306 \end{array}$ | Above Y4 | <p>Column addition</p> $\begin{array}{r} 1721 \\ + 431 \\ \hline 2152 \end{array}$  | <p>Column subtraction</p> $\begin{array}{r} 98465 \\ - 3924 \\ \hline 94541 \end{array}$   |                 |   |  |        |                     |   |   |       |   |   |          |  |  |
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|        |                                |  |   |   |
|--------|--------------------------------|--|---|---|
|        | Know Your Facts                | Pre-Teach call and response statements from Week 6 Perimeter   |   |   |
| Week 5 | National Curriculum Statements | <p><b>Equivalent Fractions</b><br/> <b>Recall from Y3:</b> recognise and show, using diagrams, equivalent fractions with small denominators<br/> <b>Teach for Y4:</b> recognise and show, using diagrams, families of common equivalent fractions.<br/> <b>Stretch with:</b> Starting to look at equivalent fractions using equivalent arrows.</p> | Numerator<br>Denominator<br>Equivalent<br>Equal                       | $\frac{1}{2}$ $\frac{2}{4}$ $\frac{4}{8}$<br>$\frac{1}{4}$ $\frac{2}{8}$<br>$\frac{3}{4}$ $\frac{6}{8}$<br> |
|        | Know Your Facts                | <p>Pre-Teach call and response statements from Week 7 2D Shape</p> <p><b>Call and Response Statements Equivalent Fractions</b><br/>           The top number is the ... <b>numerator</b><br/>           The bottom number is the ... <b>denominator</b></p>  |   |   |
| Week 6 | National Curriculum            | <p><b>Perimeter</b><br/> <b>Recall from Y3:</b> measure the perimeter of simple 2-D shapes<br/> <b>Teach for Y4:</b> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres<br/> <b>Stretch with</b> find the missing side when given the perimeter.</p>  | Perimeter<br>Centimetres<br>Millimetres<br>Sides<br>Inside            |   |
|        | Know Your Facts                | <p>Pre-Teach call and response statements from Week 8 Symmetry</p> <p><b>Call and Response Statements Perimeter</b><br/>           The perimeter is the ... <b>outside of a shape.</b></p>   |   |   |
| Week 7 | National Curriculum            | <p><b>2D Shape</b><br/> <b>Recall from Y3:</b> draw 2-D shapes.<br/> <b>Teach for Y4:</b> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes<br/> <b>Stretch with:</b> Reasoning of shapes including all properties of shapes.</p>   | sides<br>vertices<br>angles<br>triangle<br>quadrilateral<br>trapezium |   |

|               |                                       |   |   |  |
|---------------|---------------------------------------|---|---|--|
|               | <p>Know Your Facts</p>                | <p>Pre-Teach statements N/A</p> <p><b>Recognise: 2D Shape</b><br/>           Show large visuals of: trapezium, rhombus, parallelogram, isosceles triangle, equilateral triangle, scalene triangle, right angle triangle.</p>  | <p>rhombus<br/>           parallelogram<br/>           isosceles triangle<br/>           equilateral triangle<br/>           scalene triangle<br/>           right angle triangle</p> |  |
| <p>Week 8</p> | <p>National Curriculum Statements</p> | <p><b>Symmetry</b><br/> <b>Recall from Y3:</b> -<br/> <b>Teach for Y4:</b> complete a simple symmetric figure with respect to a specific line of symmetry. Identify lines of symmetry in 2-D shapes presented in different orientations. Plot specified points and draw sides to complete a given polygon.<br/> <b>Stretch with:</b> recognise and complete symmetry in clusters of shapes.</p> | <p>Symmetry<br/>           Line of symmetry</p>   |  <p><b>Reflective Symmetry (1 line of symmetry)</b><br/>           Reflection symmetry is where one half of the image is the reflection of the other half. You could fold the image and have both halves match exactly.</p> |
|               | <p>Know Your Facts</p>                | <p>Pre-Teach N/A</p> <p>Call and Response Statements N/A</p>  |   |  |
| <p>Week 9</p> |                                       | <p><u>Consolidation Week</u></p>  |   |  |



**Week 10**

Consolidation Week

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|