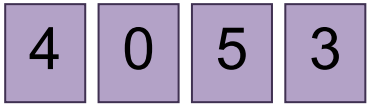
Term by Term Objectives

Year 4

	National Curriculum Statement	All students		
		Fluency	**Reasoning**	**Problem Solving**
Place Value	Order and compare numbers beyond 1000.	• Write these numbers in order from smallest to largest. 1324, 1423, 1342, 1432, 2341 • Here are 4 digit cards. Arrange them to make as many 4 digit numbers as you can and order your numbers from largest to smallest.  • Using four counters in the place value grid below make as many 4 digit numbers as possible. Put them in ascending order. 	• If you wrote these numbers in order from largest to smallest which number would be fourth. 5331, 1335, 1533, 5313, 5133, 3513, 3531. Explain how you ordered them. • Put one number in each box so that the list of numbers is ordered largest to smallest. 1 1 3 1 2 7 1 2 5 1 5 9 1 3 0 1 1 5 • **True or False:** You must look at the highest place value column first when ordering any numbers.	• I am thinking of a number. It is greater than 1500 but smaller than 2000. The digits add up to 13. The difference between the largest and smallest digit is 5. What could the number be? Order them from smallest to largest. • Lola has ordered five 4 digit numbers. The smallest number is 3450, the largest number is 3650. All the other numbers have digit totals of 20. What could the other three numbers be? • You have 2 sets of 0-9 digit cards. You can use each card once. Arrange the digits so they are as close to the target numbers as possible. 1. Largest odd number 2. Largest even number 3. Largest multiple of 3 4. Smallest multiple of 5 5. Number closest to 5000.

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Year 4

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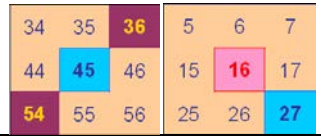
		Fluency	**Reasoning**	**Problem Solving**
Place Value	Count in multiples of 6, 7, 9. 25 and 1000.	• Find the next two numbers 6, 12, 18, 24, 7, 14, 21, 28, 35, 9, 18, 27, 36 25, 50, 75, 5000, 6000, 7000 • Fill in the missing numbers: 14 | | 28 | 35 | | 100 | | | 175 | 200 • Hassan counts on in 25's from 250. Circle the numbers he will say. **990, 125, 300, 440, 575, 700**	• What is the same and what is different about these two number sequences? 6, 12, 18, 24, 30 .. 45, 36, 27, 18, 9 **Same:_____** **Different:_____** • Convince me that the number 14 will be in this sequence if it is continued. **49, 42, 35, 28 .** • **Always, Sometimes, Never** Hayley is counting in 25's and 1000's. She says: - Multiples of 1000 are also multiples of 25. - Multiples of 25 are therefore multiples of 1000. **Are these statements always, sometimes or never true?**	• Mr Hamm has three disco lights. The first light shines for 3 seconds then is off for 3 seconds. The second light shines for 4 seconds then is off for four seconds. The third light shines for 5 seconds then is off for 5 seconds. All the lights have just come on. When is the first time all the lights will be off? When is the next time all the lights will come on at the same time? • Here is a hundred square. Some numbers have been shaded in blue, and some in pink. Can you notice the pattern? Why are some numbers maroon? Work out the patterns on the parts of the hundred squares below. Could there be more than one pattern? 

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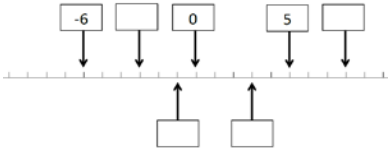
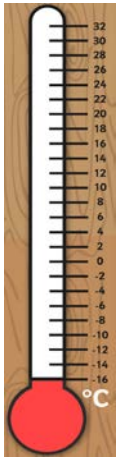
Term by Term Objectives

Year 4

	National Curriculum Statement	All students		
		Fluency	**Reasoning**	**Problem Solving**
Place Value	Count backwards through zero to include negative numbers.	• Find the missing numbers in the sequences: 5, 4, 3, 2, 1, 0, _, -2, _ 8, 6, 4, 2, 0, _, -4, _, 10, 6, 2, -2, _, -10, __ • What temperature is 10 degrees below 3 degrees Celsius? • Fill in the empty boxes on the number line. 	• Anna is counting down from 11 in fives. Does she say -11? Explain your reasoning. • Harris is finding the missing numbers in this sequence. _, _, 5, _, _, -5 He writes down: 15, 10, 5, 0, -0, -5 Explain the mistake Harris has made. • Sam counted down in 3's until he reached -18. He started at 21. What was the tenth number he said?	• Fred is a police officer. He is chasing a suspect on Floor 5 of an office block. The suspect jumps into the lift and presses -1. Fred has to run down the stairs, how many flights must he run down? • Draw the new temperature on the thermometer after each temperature change:  -In the morning it is 4 degrees, it drops 8 degrees. -In the afternoon it is 12 degrees Celsius, overnight it drops by 14 degrees. -It is 1 degree, it drops by 11 degrees.

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Term by Term Objectives

Year 4

Decimals

National Curriculum Statement	All students		
	Fluency	**Reasoning**	**Problem Solving**
Compare numbers with the same number of decimal places up to two decimal places.	• Fill in < and > in the boxes below: 3.56 ☐ 3.62 7.21 ☐ 7.12 3.45 ☐ 3.42 • Order the decimals below from smallest to largest. 3.51 3.48 3.52 3.57 3.42 3.43 • Laura has £3.45, Hamid has £4.35. Who has the most money?	• Serena says, "When I am comparing numbers with 2 decimal places, the number with the largest number of hundredths is the largest number." Is she correct? Explain your thinking. • The numbers below are ordered from smallest to largest. Circle the mistake. 4.52, 4.63, 4.62, 4.65, 4.68 Can you replace the mistake with a number that would fit in the sequence? • Put a digit in each box to order the decimals in ascending order. 2 ● 4 ☐ 2 ● ☐ 6 ☐ ● 5 3 3 ● 0 ☐ 3 ● ☐ 9	• How many different numbers with 2 decimal places can you make using the grid below and four counters? One has been done for you. 10s | 1s | 0.1s | 0.01s 10.12 Can you order your numbers in descending order? • Three children have numbers with two decimal places. They each give a clue to their number. Can you work out which clue matches to which child? Billie: 3.15 | Shaukat: 4.14 | Nita: 3.13 My number has a one in the tenths column. My number has the same amount of ones and hundredths. My number is the largest number.

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