Orton Wistow Primary School – Curriculum Plan

Subject : Maths

Year :4

Unit : Addition and Subtraction

								M.				
Vocabulary	Knowledge What children will know				Understanding What children will understand				Skills What children will be able to do			
Define the word and include etymology if useful. Addition Add, more, and, make, sum, total, altogether Double Near double Half, halve One more, two more ten more Addends – the numbers added	Learning Remembering Pupils know 100 are ad sum or different multiple of Pupils know exchanges Pupils know to use men	LearningTeachingAssessmentRememberingTellingTestingPupils know that when multiples of 100 are added or subtracted, the sum or difference is always a multiple of 100.multiple of 100.Pupils know how to record exchangesPupils know when it is appropriate to use mental strategies and when				CoachingAssessmentCoachingObservingInderstand why exchangesdedInderstand multipleges within an additionInderstand when toge in different place valuesInderstand subtractions			ReflectingFacilitatingEvaluatingVse concrete objects and pictorial representations to add and subtractUse formal written methods of columnar addition and subtraction of up to 4-digit numbersUse knowledge of rounding to			
together to make the sum Subtraction Take away, minus, fewer, less, difference between One less, two less ten less Minuend – a quantity or number from which another is to be subtracted Subtrahend - a quantity or number to be subtracted from another.	 Pupils know that numbers can be rounded to simplify calculations or to indicate approximate sizes. Pupils understand that they can use the same calculation methods learnt for three-digit numbers when calculating four-digit numbers. 				where the exchang	nere is more tl ge	nan one	 estimate the answer to calculation Use inverse operations answers Solve two-step problem contexts Use bar modelling to so problems Can recognise pattern calculations to enable predict answers Pupils can compare di 			to a s to check ems in solve rns between e them to different	
Equals Is equal to, is the same as Number bonds Number pair Number facts Part, part, whole Partition Recombine									methoc subtrac	ls of addition (tion	and	

OWPS Curriculum 2.0

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Vocabulary	Knowledge What children will know			l What ch	Inderstandir nildren will ur	ng Inderstand	Skills What children will be able to do			
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Missing number Tens boundary / Hundreds boundary Commutative - involving the condition that a group of quantities connected by operators gives the same result whatever the order of the quantities involved, e.g. $a \times b = b \times a$.										

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Subject: Maths	Unit : Number and Place Value											
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Vocabulary	Knowledge What children will know				Understanding What children will understand				Skills What children will be able to do			
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	L	earning Practising	Teaching Coaching	Assessment Observing	Learni Reflectir	ng g	Teaching Facilitating	Assessment Evaluating	
Tenths, hundredths	 Pupils kn from 1 to 	low the Roma	n numerals	Pupils understand what is the same and what is different				 Count in multiples of 6,7,9,25 and 1000 Find 1000 more or less than a given number 				
Decimal (places)	 Pupils kn 	iow that in the	e Roman	between the number systems								
Round (to nearest)	system there is no symbol for zero so no placeholders				and 3-digit numbers on a number				 Count back through zero to include negative numbers 			
Thousand more/less than	 Popils know that over time, the number system changed to include the concept of zero and 				 Pupils understand that although 5 is in the middle of 0 and 10 the 				ler a	nd compare r	numbers	
Integers - a number which is not a fraction; a whole number From the Latin meaning intact, whole	 Pupils kn column 	alue low to look at when roundin	the ones og to the	•	convent ending in Pupils un	ion is that ar n 5 is rounde iderstand wh	ny number ed up nich two	 Rou 100 Ide 	ond r or 10 ntify	numbers to the 000 and represen	e nearest 10, t numbers	
Negative – a number which is less than zero	 Pupils know to look at the tens column when rounding to the nearest 100 				 number sits between. Pupils know which multiples of 1000 and four-digit number sits 				 and numerals Read Roman numerals to 100 (I to C) 			
Positive – a number which is greater than zero	 Pupils know to look at the hundreds column when rounding to the nearest 1000 				betweer Pupils un number	n. Iderstand the is made up e	at a four-digit of thousands,					
Negative integers – When referring to negative numbers always use this language <u>not minus</u> , e.g. negative 4 rather than minus 4	 Pupils kn of ten hu Pupils kn and 4 25 	ow that 1000 undreds ow there are 5s in 100	is made up 2 25s in 50	•	hundred Pupils un can be p ways, e.g	ls, tens and c iderstand the partitioned ir g. 5000 + 300	ones at numbers n various 0 + 20 + 9 is					
Count through zero	Stem Senten	ces		•	Pupils un	derstand the	at there are					



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Vocabulary		Knowledge	• • •	l	Jnderstandir	ng	Skills			
	What	children wil	l know	What ch	ildren will ur	nderstand	What chil	What children will be able to do		
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
erymology ir Userul.	Remembering		Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
follow each other in an unbroken sequence. Roman numerals (I to C)	One tenth comparts; each points; hundredth of the whole is equal parts; hundredth of the compare dig value, starting value digit.	an be written an be written an be written I to ten tenths blus tenth which is equal s divided into each part is o of the whole.' two numbers gits with the so ng with the lar	as 0.1 so as 0.1 so as 0 s. s is equal to to one. one hundred one s, we gest place	• Popis of context tempero	of negative r ature or water	r depth				

The NCETM have designed materials to support teachers to develop their subject knowledge and understand the learning steps required in order to successfully teach for mastery. The curriculum has been split into a number of areas called 'spines'.

Each spine has a series of Teacher Guidance documents and a PowerPoint containing the relevant representations which should be used to teach that area of maths. Please refer to these documents alongside this Curriculum Plan.

These Spines can be found on Google Drive:

https://drive.google.com/drive/u/0/folders/1Atxv73hPmXLKFm1tKtm3EHOq5h1UW9kX



White Rose Maths Resources can be found on Google Drive: https://drive.google.com/drive/u/0/folders/1-SLs60Nea84ECjPB5P1vDqzR9tQ57FCh

