## Orfon Wistiow Primary School - Curriculum Plan

## Uniff :Addrion and Subiraction

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| Vocabulary | Knowledge <br> What children will know |  |  | Understanding <br> What children will understand |  |  | Skills <br> What children will be able to do |  |  |
| Define the word and include etymology if useful. | Learning <br> Remembering | Teaching | Assessment | Learning | Teaching | Assessment | Learning | Teaching | Assessment |
|  |  | Telling | Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| Addition <br> Add, more, and, make, sum, total, altogether <br> Double <br> Near double <br> Half, halve <br> One more, two more... ten more <br> Addends - the numbers added <br> together to make the sum <br> Subtraction <br> Take away, minus, fewer, less, difference between <br> One less, two less... ten less <br> Minuend - a quantity or number from which another is to be subtracted <br> Subtrahend - a quantity or number to be subtracted from another. <br> Equals <br> Is equal to, is the same as <br> Number bonds <br> Number pair <br> Number facts <br> Part, part, whole <br> Partition <br> Recombine | - Pupils know that when multiples of 100 are added or subtracted, the sum or difference is always a multiple of 100. <br> - Pupils know how to record exchanges <br> - Pupils know when it is appropriate to use mental strategies and when to use written strategies <br> - Pupils know that numbers can be rounded to simplify calculations or to indicate approximate sizes. <br> - Pupils understand that they can use the same calculation methods learnt for three-digit numbers when calculating four-digit numbers. |  |  | - Pupils understand why exchanges are needed <br> - Pupils understand multiple exchanges within an addition <br> - Pupils understand when to exchange in different place value columns <br> - Pupils understand subtractions where there is more than one exchange |  |  | - Use concrete objects and pictorial representations to add and subtract <br> - Use formal written methods of columnar addition and subtraction of up to 4-digit numbers <br> - Use knowledge of rounding to estimate the answer to a calculation <br> - Use inverse operations to check answers <br> - Solve two-step problems in contexts <br> - Use bar modelling to solve problems <br> - Can recognise patterns between calculations to enable them to predict answers <br> - Pupils can compare different methods of addition and subtraction |  |  |


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| etymology if useful. | Remembering | Telling | Testing | Practising | Coaching | Observing | Reflecting | Facilitating | Evaluating |
| Missing number <br> 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. $a \times b=b \times a$. |  |  |  |  |  |  |  |  |  |

## Orfon Wistow Primary School - Cunriculum Plan

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## Unif : Number and Place Value

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| Tenths, hundredths <br> Decimal (places) <br> Round (to nearest) <br> Thousand more/less than <br> Integers - a number which is not a fraction; a whole number From the Latin meaning intact, whole <br> Negative - a number which is less than zero <br> Positive - a number which is greater than zero <br> Negative integers - When referring to negative numbers always use this language not minus, e.g. negative 4 rather than minus 4 <br> Count through zero | - Pupils know the Roman numerals from 1 to 100. <br> - Pupils know that in the Roman system there is no symbol for zero so no placeholders <br> - Pupils know that over time, the number system changed to include the concept of zero and place value <br> - Pupils know to look at the ones column when rounding to the nearest 10 <br> - Pupils know to look at the tens column when rounding to the nearest 100 <br> - Pupils know to look at the hundreds column when rounding to the nearest 1000 <br> - Pupils know that 1000 is made up of ten hundreds <br> - Pupils know there are 225 s in 50 and 425 s in 100 <br> Stem Sentences |  |  | - Pupils understand what is the same and what is different between the number systems <br> - Pupils understand the position of 2 and 3 -digit numbers on a number line in order to round up or down <br> - Pupils understand that although 5 is in the middle of 0 and 10 , the convention is that any number ending in 5 is rounded up <br> - Pupils understand which two multiples of 100 a three-digit number sits between. <br> - Pupils know which multiples of 1000 and four-digit number sits between. <br> - Pupils understand that a four-digit number is made up of thousands, hundreds, tens and ones <br> - Pupils understand that numbers can be partitioned in various ways, e.g. $5000+300+20+9$ is equal to $4000+1300+10+19$ <br> - Pupils understand that there are numbers below zero |  |  | - Count in multiples of $6,7,9,25$ and 1000 <br> - Find 1000 more or less than a given number <br> - Count back through zero to include negative numbers <br> - Order and compare numbers beyond 1000 <br> - Round numbers to the nearest 10 , 100 or 1000 <br> - Identify and represent numbers using concrete materials, pictures and numerals <br> - Read Roman numerals to 100 (I to C) |  |  |



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
https://drive.google.com/drive/u/0/folders/1-SLs60Nea84ECjPB5P1vDqzR9tQ57FCh

