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| **Weekly Planner: Mathematics – Year 4** | | | | **Autumn 1 Week 1: Place Value** | | |
| **Weekly Objectives:**   1. To recognise and represent numbers to 1,000 *(Y3 - revision)* 2. To count in 1,000s 3. To recognise place value in 4-digit numbers 4. To add and subtract 1s, 10s and 100s *(Y3 - revision)* 5. To add and subtract 1,000 | | | | **CENTURY Nuggets:**   1. Diagnostic: Number and Place Value [PM0.10] 2. Counting in multiples of 1,000 [PM1.16] 3. Place Value in 4 Digit Numbers [PM1.20] 4. Finding 10 More or 10 Less [PM1.07]/Finding 100 More or 100 Less [PM1.08] 5. Finding 1000 More or 1000 Less [PM1.33] | | |
| HOMEWORK - **Adding and Subtracting 1s [PM2.01]/ Adding and Subtracting 10s [PM2.02]/ Adding and Subtracting 100s [PM2.03]** | | | | | | |
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| ***LO: To recognise and represent numbers to 1,000*** | | | | | | |
| *Starter* | *Whole Class Teaching* | *Activities and Differentiation* | | | | *Reasoning / Plenary* |
| Independent baseline assessment on CENTURY  **Diagnostic: Number and Place Value [PM0.10]**  - The results from this can be used to inform planning for in-class interventions and group/individual time with additional adults.  - Diagnostic reset at end of unit of work on Number and Place Value to assess impact of teaching and identify gaps.  - Any work children complete on CENTURY independently will fill gaps and extend knowledge within this strand. | Show 12 objects – Get class to draw representation of the number. Talk through representations.  Recap representations of base 10 to 1,000 concrete and pictorial    using < & >  Discuss issue when 0 in a number (e.g. 403) | R – *Paired work.* Practise building and drawing pictorial representation of *numbers to 100* using base 10. Partner A writes a number and checks partner B’s representations.  A – Same as R *but* with numbers to 1,000  G – Same as A *and* write out as calculation (413 = 400+10+3) and given cards with numbers including 0.  **Extension -** Explain why this does not represent 324. | | | | Shereen has the number 324. What is she missing from this representation? How many ways can you make this using base 10?  Icon  Description automatically generated with low confidenceIcon  Description automatically generated with low confidence |
| ***LO: To count in 1,000s*** | | | | | | |
| *Starter* | *Whole Class Teaching* | *Activities and Differentiation* | | | | *Reasoning / Plenary* |
| Show A picture containing container, building material  Description automatically generated and discuss what it represents (1000×1s 100×10s 10×100s) Get children to prove that it’s made up of 10 hundreds ect. | Place value grid and counters. Make numbers using the counters practising writing out in expanded form 4632=4000+600+30+2. Show incorrect e.gs., using over 10 counters in the 1s/ numbers with a 0/10s and 100s mixed up.  A picture containing shape  Description automatically generated | R – Practise making numbers using counters on place value grid *(can be numbers to 100 or 1,000)*  A – Same as R *but* numbers to 10,000 and writing out expanded form (3265=*3000+200+60+5)*  G – Same as A *and* write representation *3265=1000s×3+100s×2+10s×6+1s×5*  All to complete questions of **Counting in multiples of 1,000 [PM1.16] - see a score percentage or question analysis**  - Looking at the markbook will show if children have understood the lesson objective (green percentage score).  - Looking at the nuggets tab will show which particular areas of this question they have struggled with - so can inform planning for a plenary/intervention group of specific children.  Extension – continue on the recommended pathway on CENTURY.  - This will fill gaps found by the diagnostic and also extend learning. | | | | Suraj is counting up in multiples of 1000. He starts at 2000 and shouts out the next 5 multiples of 1000. What is the last number that he shouts?**Circle  Description automatically generated with medium confidence** |
| ***LO: To recognise place value in 4-digit numbers*** | | | | | | |
| *Starter* | *Whole Class Teaching* | | *Activities and Differentiation* | | *Reasoning / Plenary* | |
| Identify the mistake. What should the labels be? If these labels are correct, what is the number?  Diagram  Description automatically generated | Display the number 2354. Get the class to represent the number using counters and a place value chart and partition it using expanded form.  2354 = 2000+300+50+4  Show how you can move the counters around and make exchanges to represent it in different ways:  e.g. 2000+100+240+14 *and* 1000+1300+30+24  – give children 2 mins to make as many equations as they can. | | R – *Paired work.* Take turns to write and make a 3-digit number using counters and a place value chart. Start a timer and write as many calculations as possible. Check partner’s work  A – Same as R *but* 4-digit numbers  G – Same as A *but* write one incorrect calculation and 4 correct ones. Partner has to identify any mistakes.  Extension – Which is the odd one out?  4,200 4,200 ones 3 thousands and 12 hundreds 42 tens 1 thousand and 32 hundreds | | Put **Place Value in 4 Digit Numbers [PM1.20]** on the board and talk through the answers as a class.  *- This allows opportunity for AfL - especially if the whole class is engaged, writing answers on whiteboards.*  *- If there is an additional adult, a group can work through one of the videos, completing the ‘Your Turns’ practically and with guidance before working through the questions together – again with manipulatives.* | |
| ***LO: To add and subtract 1s, 10s and 100s*** | | | | | | |
| *Starter* | *Whole Class Teaching* | | *Activities and Differentiation* | | *Reasoning / Plenary* | |
| Number square. Identify number 3 and colour in. Add 10 and colour in that number. Keep adding 10 until no longer possible on the square. Pick another 1-digit number and a different colour. What do you notice? | Children to complete independently, watching the video and answering the questions, but with access to manipulatives:  R - **Finding 10 More or 10 Less [PM1.07]**  A&G - Same as R *and* **Finding 100 More or 100 Less [PM1.08]**  *-If a limited number of laptops, the lesson can be conducted on a carousel or the videos can be played on the IWB and the questions discussed.*  *-If there is an additional adult, a group can work through one of the videos, completing the ‘Your Turns’ practically and with guidance before working through the questions.*  *-If a whole class activity, this gives the teacher time to work with a group to address misconceptions in previous lessons.* | | R – Roll dice to get a 2-digit number. Functionmachine practising 1 function at a time (adding/subtracting 10s).  A – Same as R *but* 3-digit numbers. 2 function machines (mixing up adding/subtracting adding/subtracting 100s, 10s or 1s).  G – Same as R *but* 3/4-digit numbers. 3 function machines (mixing up adding/subtracting 100s, 10s or 1s).  Graphical user interface, application  Description automatically generated  Extension – One counter is missing on the place value chart. What number could it be? | | Display a question/screenshot of a question some children got incorrect from the questions on CENTURY. Talk through the common misconceptions. Ask children what they think someone might get confused with and get them to teach their partners how to avoid this issue. | |
| ***LO: To add and subtract 1000s*** | | | | | | |
| *Starter* | *Whole Class Teaching* | | *Activities and Differentiation* | | *Reasoning / Plenary* | |
| Prove to me that:  R – 65 − 10 = 55 (using manipulatives)  A – 274 − 100 = 174  G – 2476 − 100 = 2376 | Explore adding 1000 to a number with base 10 then same again but using counters and a place value chart. Which digits change/remain? What about when you start with a 3-digit number? | | R – **Finding 1000 More or 1000 Less [PM1.33]** watch video and answer questions  A&G – Same as R *but* just answer questions.  Extension – Choose a 4-digit number and roll the dice to get around the board.  G – Write down your calculations and check at the end by reversing them to see if you get to your original number.  Table  Description automatically generated | | Sarah bought a second-hand car at the end of January. The car had already driven 5683 miles. Sarah drives approximately 1000 miles each month.  Approximately how many miles will the car have driven by the end of February?  *- Any students who have finished their work can work on their recommended pathway on CENTURY.*  *- The data collected can inform planning but also be used for any in-class intervention during lessons. If there is an additional adult, a group can work through any difficulties identified through the week’s work.*  *- The homework is assessing the Y3 objectives from this week as a catch up for students and consolidation of the skills of place value and adding 1s, 10s and 100s. Also provides data for any interventions next week.* | |