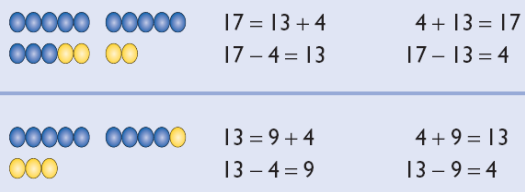
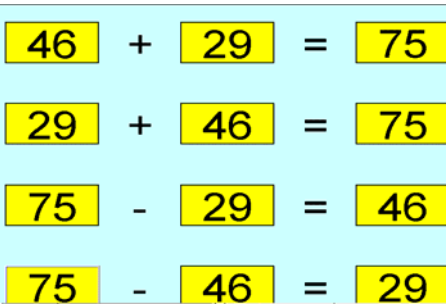
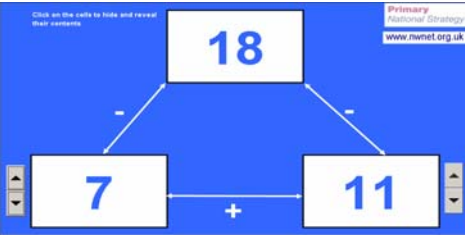
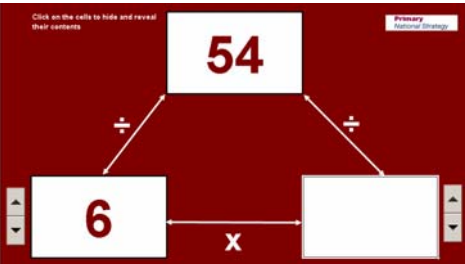


Year 4 Block B

The models, images and practical resources detailed below will support the teaching of this Block. The text in italics relates directly to the learning overview of each Unit in the Block – this is accessed using the Planning tab in the Framework. Select: Planning–Year group–Block, then click on the Unit tabs.

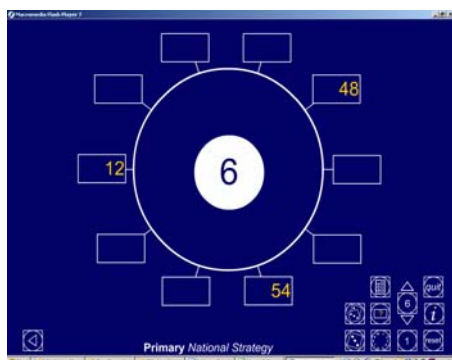
  <p>Addition and subtraction trios spreadsheet</p> 	<p><i>Children rehearse and improve their recall of number facts. They use their understanding of the inverse relationship between addition and subtraction to state the addition facts corresponding to any subtraction fact, and vice versa.</i></p> <p><i>They know, or can derive quickly, all addition and subtraction facts for each number to 20, and continue to play games and solve puzzles to practise recalling these facts.</i></p> <p>Addition and subtraction trios spreadsheet can be found in the library section of the Primary Framework.</p>
<p>Multiplication and division trios spreadsheet</p> 	<p><i>Children rehearse their knowledge of the 2, 3, 4, 5 and 6 times-tables. They count in steps of 6 from zero and investigate the patterns of multiples in the 100-square. They use the patterns to answer questions such as: Will 72 be in the pattern? How do you know? They answer questions such as: How many sixes are in 54? and What is the missing number in $6 \times \square = 54$? They compare the multiples of 6 with the multiples of 3 and spot that the former are double the latter.</i></p> <p>Multiplication and division trios spreadsheet can be found in the library section of the Primary Framework.</p>

Number grid ITP

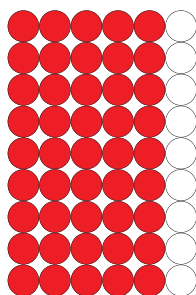


100				72
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Number dials ITP



$$54 = 6 \times \square$$



Polygon ITP

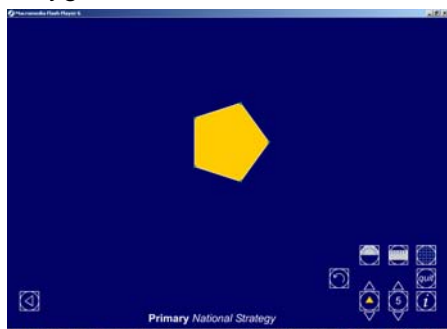


Number grid ITP can be found in the library section of the Primary Framework. Use it alongside practical equipment.





Number dials ITP can be found in the library section of the Primary Framework.

*Children extend their knowledge of **2-D shapes**. They name equilateral triangles, isosceles triangles and heptagons, and know that polygons are closed flat shapes with straight sides. They learn that polygons can be regular or irregular and that a regular polygon has equal sides and equal angles. They explore polygons that have equal sides but unequal angles, and those that have equal angles but unequal sides.*

Polygon ITP



Carroll diagram spreadsheet

	contains 1 or more right angles	does not contain 1 or more right angles
has 2 or more lines of symmetry		
does not have 2 or more lines of symmetry		

*They describe properties of polygons using correct mathematical vocabulary such as: has more than one right angle, is regular, has two or more sides of equal length, is a quadrilateral. They classify polygons, using Carroll or Venn diagrams when appropriate. They **justify their reasoning, explaining** to others why some shapes may not fit their chosen criteria.*

*Using their understanding of the properties of 2-D shapes, children **investigate problems** such as the maximum number of right angles in a triangle, quadrilateral, pentagon, ...*

Polygon ITP can be found in the library section of the Primary Framework. Use it alongside practical equipment.

Carroll diagram spreadsheet can be found in the library section of the Primary Framework.



*Children extend their knowledge of properties of **3-D shapes**. They identify the shapes of faces of common 3-D shapes, and count the number of faces, edges and vertices (corners) of cubes, cuboids, pyramids and prisms. From their experience of handling 3-D shapes and describing their properties, they visualise mental images of the shapes. They can name a 3-D shape which has been secretly hidden in a drawstring bag. They look at drawings of 3-D shapes and relate them to real shapes. By unfolding packets, they begin to understand how a **net folds up to create a 3-D shape**.*