## Term 2

## Class: Fox (Year 4)

Number Facts: $6 x$ tables and $9 x$ tables

| Date | Strand | Mental Maths (pm) | Learning objectives |
| :---: | :---: | :---: | :---: |
| Wk 1 30/10/23 | $\begin{aligned} & \text { Numbers to } \\ & 10,000 \end{aligned}$ | $6 \times$ table | To round a four-digit number to the nearest thousand, hundred and ten. <br> To add up to 3 four-digit numbers using column addition <br> To subtract four-digit numbers using column subtraction <br> To use strategies to make solving calculations more efficient |
| Week 2 <br> 6/11/23 | Multiplication and Division 3, 6, 9 times tables | $6 \times$ table | To explain how many ' 100 s' and ' 200 s ', 1,000 is composed of <br> To explain how many ' 500 s' and ' 250 s ', 1,000 is composed of <br> To use knowledge of the three times table to solve problems <br> To represent counting in sixes as the six times table <br> To explain the relationship between adjacent multiples of six |
| $\begin{array}{\|l\|} \hline \text { Week } 3 \\ 13 / 11 / 23 \\ \hline \end{array}$ | Multiplication and Division 3, 6, 9 times tables | $6 \times$ table | To use knowledge of the six times table to solve problems <br> To use known facts from the five times table to solve problems involving the six times table <br> To explain the relationship between multiples of three and multiples of six <br> To use knowledge of the relationships between the three and six times tables to solve problems |

## Medium Term Planning - Maths

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$\left.\begin{array}{|l|l|l|l|}\hline \begin{array}{l}\text { Week 4 } \\ \mathbf{2 0 / 1 \mathbf { 1 / 2 3 }}\end{array} & \begin{array}{l}\text { Multiplication } \\ \text { and Division } \\ \mathbf{3 , \mathbf { 6 } , \mathbf { 9 } \text { times }} \\ \text { tables }\end{array} & 9 \times \text { table } & \begin{array}{l}\text { To represent counting in nines as the nine times table } \\ \text { To explain the relationship between adjacent multiples } \\ \text { of nine }\end{array} \\ \text { To use known facts from the ten times table to solve } \\ \text { problems involving the nine times table } \\ \text { To explain the relationship between multiples of three } \\ \text { and multiples of nine }\end{array}\right]$

