

Y4 Maths Plan

Length & Perimeter

	Learning Step	Learning
Area	1	Block Intro
	2	Equivalent lengths: km and m
	3	Perimeter on a grid
	4	Perimeter of a rectangle
	5	PS lesson on perimeter of rectangle
	6	Perimeter of rectilinear shapes – no missing values
	7	Perimeter of rectilinear shapes - missing values
	8	PS lesson on perimeter of rectilinear shapes
	9	Perimeter of polygons
	10	PS lesson on perimeter of polygons
	11	Assessment (18) lesson
	12	Pause & stretch (18) lesson

Key Principles

- **Block Intro** sessions simply replace your memory jogger and the classroom displays should be filled in 'live' at the same time.
- Memory jogger for the first 2-3 lessons after an assessment should be the **assessment memory jogger**.
- After these 2-3 days revert to **pre-teach memory** jogger but you **must** reassess pupils who didn't pass first time round. If they still don't that must be a focus for your intervention and maths lead with pick up later in the year for assessment.
- **Fluency** lessons do not need to include problem solving but do need to finish with a piece of reasoning to embed it (healthy mix of verbal in pairs on boards and sometimes individual in books so they practice writing explanations).
- **There should be reasoning questions and discussions throughout, e.g. why is this question the same as the last one? How is it different? Is it harder? Why?**
- If pupils finish quickly use the **if you are finished** tasks to allow them to extend themselves so the rest can catch-up. This offer some GD extension within fluency.
- When fluency has been **achieved** via the small steps then you would do **problem-solving lesson**. This should start with a piece of **reasoning** (pairs/solo) that lays the skills for the problem-solving.
- Problem Solving steps must be **whole** lessons.
- If pupils are finished a problem and are waiting make sure a **what if challenge** is on the board. This extends the GD within PS while you get the rest up to speed.
- Assessment days must be whole lessons.
- **Pause and Stretch** steps must be **whole** lessons.
- **GD** register pupils **must** go out and do **stretch** with an adult during this session.
- **Remember a learning step does not necessarily equate to a lesson – it could be lesson; it could be more.**