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| **7/9/20 Place Value 3 weeks**  Y3 Pupils should be taught to:   **count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number**   recognise the place value of each digit in a three-digit number (hundreds, tens, ones)   **compare and order numbers up to 1000**   identify, represent and estimate numbers using different representations  ** read and write numbers up to 1000 in numerals and in words**   solve number problems and practical problems involving these ideas.  Y4 Pupils should be taught to   **count in multiples of 6, 7, 9, 25 and 1000**   find 1000 more or less than a given number   **count backwards through zero to include negative numbers**   recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)   **order and compare numbers beyond 1000**   identify, represent and estimate numbers using different representations   **round any number to the nearest 10, 100 or 1000**   solve number and practical problems that involve all of the above and with increasingly large positive numbers   **read Roman numerals to 100 (I to C)** and know that over time, the numeral system changed to include the concept of zero and place value. | | | **28/9/20 Addition and Subtraction**  **4 weeks**  Y3 Pupils should be taught to:   **add and subtract numbers mentally, including:**  ** a three-digit number and ones**  ** a three-digit number and tens**  ** a three-digit number and hundreds**  ** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction**   estimate the answer to a calculation and use inverse operations to check answers   **solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.**  Y4 Pupils should be taught to:   **add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate**   estimate and use inverse operations to check answers to a calculation   **solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.** | | | **Half Term** | **19/10**  **Multiplication and Division – 3 weeks**  Y3 Pupils should be taught to:   **recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables**   write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, **including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods**   **solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.**  Y4 Pupils should be taught to:   **recall multiplication and division facts for multiplication tables up to 12 × 12**   use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  recognise and use factor pairs and commutativity in mental calculations   **multiply two-digit and three-digit numbers by a one-digit number using formal written layout**   **solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence** problems such as n objects are connected to m objects. | | | | | **30/11/20**  **Length, Perimeter and area – 3 weeks**  Y3 Pupils should be taught to:   **measure, compare, add and subtract: lengths (m/cm/mm);**   **measure the perimeter of simple 2-D shapes**  Year 4   **measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  find the area of rectilinear shapes by counting squares** | | | | |
| **1**  **11/01** | **2**  **18/01** | **3**  **25/01** | **4**  **1/2** | **5**  **8/2** | **6**  **22/2** |  | **7**  **1/3** | **8**  **8/3** | | | **9**  **15/3** | **10**  **22/3** | | **1**  **29/3** | | |
| **Multiplication and Division**  **Multiplication and Division – 3 weeks**  Y3 Pupils should be taught to:   **recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables**   write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, **including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods**   **solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.**  Y4 Pupils should be taught to:   **recall multiplication and division facts for multiplication tables up to 12 × 12**   use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  recognise and use factor pairs and commutativity in mental calculations   **multiply two-digit and three-digit numbers by a one-digit number using formal written layout**   **solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence** | | | **Fractions**  Year 3 Pupils should be taught to:   count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10   **recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators**   **recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators**   recognise and show, using diagrams, equivalent fractions with small denominators   **add and subtract fractions with the same denominator within one whole [for example,**  **7 5 + 7 1 = 7 6]**   **compare and order unit fractions, and fractions with the same denominators**   solve problems that involve all of the above.  Year 4 Pupils should be taught to:   recognise and show, using diagrams, families of common equivalent fractions   count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.   **solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number**   **add and subtract fractions with the same denominator**   recognise and write decimal equivalents of any number of tenths or hundredths   **recognise and write decimal equivalents to 4 1, 2 1, 4 3**   find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths   round decimals with one decimal place to the nearest whole number  **compare numbers with the same number of decimal places up to two decimal places**   solve simple measure and money problems involving fractions and decimals to two decimal places. | | |  | **Money**  Year 3   add and subtract amounts of money to give change, using both £ and p in practical contexts  Year 4   estimate, compare and calculate different measures, including money in pounds and pence  solve simple measure and money problems involving fractions and decimals to two decimal places. | **Decimals**  Recognise tenths and hundredths  Tenths as decimals  Tenths on a place value grid  Tenths on a number line  Divide 1-digit by 10  Divide 2-digits by 10  Hundredths  Hundredths as decimals  Hundredths on a place value grid  Divide 1 or 2-digits by 100  recognise and write decimal equivalents of any number of tenths or hundredths   **recognise and write decimal equivalents to 4 1, 2 1, 4 3**   find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths   round decimals with one decimal place to the nearest whole number  **compare numbers with the same number of decimal places up to two decimal places** | | | | **Statistics**  Year 3 Pupils should be taught to:  interpret and present data using bar charts, pictograms and tables  solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.  Year 4 Pupils should be taught to:  interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | | | |
| **1**  **19/4** | **2**  **26/4** | **3**  **3/5** | **4**  **10/5** | **5**  **17/5** | **6**  **24/5** |  | **7**  **7/6** | | **8**  **14/6** | **9**  **21/6** | | **10**  **28/6** | **11**  **5/7** | | **12**  **12/7** | **13** |
| **Fractions**  Year 3 Pupils should be taught to:   count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10   **recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators**   **recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators**   recognise and show, using diagrams, equivalent fractions with small denominators   **add and subtract fractions with the same denominator within one whole [for example,**  **7 5 + 7 1 = 7 6]**   **compare and order unit fractions, and fractions with the same denominators**   solve problems that involve all of the above.  Year 4 Pupils should be taught to:   recognise and show, using diagrams, families of common equivalent fractions   count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.   **solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number**   **add and subtract fractions with the same denominator**   solve simple measure and money problems involving fractions and decimals to two decimal places. | | | **Time**  Y 3** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks**   estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight   know the number of seconds in a minute and the number of days in each month, year and leap year   compare durations of events [for example to calculate the time taken by particular events or tasks].  Year 4   **read, write and convert time between analogue and digital 12- and 24-hour clocks**   solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | | |  | **Mass Capacity Decimals**  Y3 Pupils should be taught to:   **measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)**  Y 4 Pupils should be taught to:  Convert between different units of measure [for example, kilometre to metre; hour to minute]  Year 4   estimate, compare and calculate different measures, | | | | | **Properties of shape**  **Position and direction**  Year 3 Pupils should be taught to:   **draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them**   recognise angles as a property of shape or a description of a turn   **identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle**   identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  Year 4: Pupils should be taught to:  **compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes**   **identify acute and obtuse angles and compare and order angles up to two right angles by size**   identify lines of symmetry in 2-D shapes presented in different orientations   complete a simple symmetric figure with respect to a specific line of symmetry.  Pupils should be taught to:   describe positions on a 2-D grid as coordinates in the first quadrant   describe movements between positions as translations of a given unit to the left/right and up/down   plot specified points and draw sides to complete a given polygon. | | | | |