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| Unit | **Place Value** | **Addition and Subtraction** | **Addition and subtraction (y3) measurement****(y4)** | **Multiplication and division** | **Consolidation**  |
| Weeks | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** |
| Fluency focus | **Place value** | **Place value** | **Place value** | **Place value** | **Addition**  | **Subtraction**  | **Place value** |  **addition and subtraction**  | **Y4 measurement y3 addition** | **Multiplication**  | **Division**  | **Place value** | **Addition and subtraction**  |  |
| **Prior Knowledge**Because of my assessments I have  |   |   |  |  |  |
| **Learning Objectives**Children should be taught . . . In the correct sequence | **Year 3** Represent numbers to 100 Partition numbers to 100 Represent numbers to 100 on a number lineUnderstand hundreds Represent numbers to 1000Partition numbers to 1000Understand flexible partitioning 100,10s and 1s Find 1,10 or 100 more or lessRepresent numbers to 1000 on a number lineCompare numbers to 1000Order numbers to 1000Count in 50s  | **Year 4** Represent numbers to 1000Partition numbers to 1000Represent numbers to 1000 on a number lineUnderstand thousandsRepresent numbers to 10,000Partition numbers to 10,000Understand flexible partitioning up to 10,000Find 1,10,100,1000 more or lessRepresent numbers to 10,000 on a number lineCompare and order numbers to 10,000Roman numeralsRound to the nearest 10Round to the nearest 100Round to the nearest 1000 | **Year 3**Apply number bonds to 10+ and – 1s + and – 10s+ and – 100s Spot patterns Add 1s across a 10Add 10s across a 100Subtract 1s across a 10Subtract 10s across 100s Make connections Add 2 numbers (no exchange)Subtract 2 numbers (no exchange)Add 2 numbers across a 10Add 2 numbers across a 100Subtract 2 numbers across a 10 | **Year 4**Add and subtract 1s,10s, 100s and 1000s Add up to two 4 digit numbers (no exchange)Add two 4 digit numbers with one exchangeAdd two 4 digit numbers more than 1 exchangeSubtract two 4 digit numbers no exchangeSubtract two 4 digit numbers more than one exchangeefficient subtractionEstimation Checking strategies  | **Year 3**Subtract 2 numbers across a 100 Add 2 and 3 digit numbersCompliments to 100Inverse operations  | **Year 4**What is areaCounting squaresMaking shapesComparing area | **Year 3**Multiplication equal groups Use arraysMultiples of 2Multiples of 5 and 10SharingGroupingMultiply by 3Divide by 3The three times tableMultiply by 4Divide by 4The four times table Multiply by 8 Divide by 8The eight times table The 2,4, and 8 times tables | **Year 4**Multiples of 3Multiply and divide by 66 times table and division factsMultiply by 99 times table and division factsMultiple and divide by 77 times table and division factsThe 3,6 and 9 times table 11 times table division facts12 times table division factsMultiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers  |  |
| **End Point***Children will be able to . . .**NC Objectives from the NCETM progression document.* | * 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.
 | * 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
 | * 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
 | * 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
 | Year 3* As seen in the addition and subtraction section.
 | * find the area of rectilinear shapes by counting squares
 | * 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 objects are connected to m objects
 | * 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.
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| **Key Vocabulary**  | Units ,ones tens, hundreds digit one-, two- or three digit number ‘teens’ number place, place value stands for, represents exchange, as many as equal to Of two objects/amounts: greater, more, larger, bigger less, fewer, smaller Of three or more objects/amounts: greatest, most, largest least, fewest, one more, ten more, one hundred more one less, ten less ,one hundred less compare order size | add, addition, more, plus make, sum, total altogether score double, near double one more, two more... ten more... one hundred more how many more to make…? How many more is…than…? How much more is…? −,subtract ,subtraction, take(away),minus leave ,how many are left/leftover? One less, two less…ten less…one hundred less how many fewer is…than…? How much le is…? Difference between half, halve =,equals, sign, is the same as tens boundary, hundreds boundary | Area, covers, surface square centimetre (cm2) count, accuracy  | Lots of, groups of , times, multiply, multiplication, multiplied by multiple of, product once, twice ,three times…ten times… times, repeated addition array row, column double ,halve share, share equal |  |