Hampshire Services
HIAS SCHOOL IMPROVEMENT

HIAS MOODLE+ RESOURCE

HIAS Scheme of Learning for Mathematics

Medium Term Plans for Mixed Year Three and Four Classes

HIAS Maths Team
June 2023
Final version

Hampshire County Council

www.hants.gov.uk

Overview

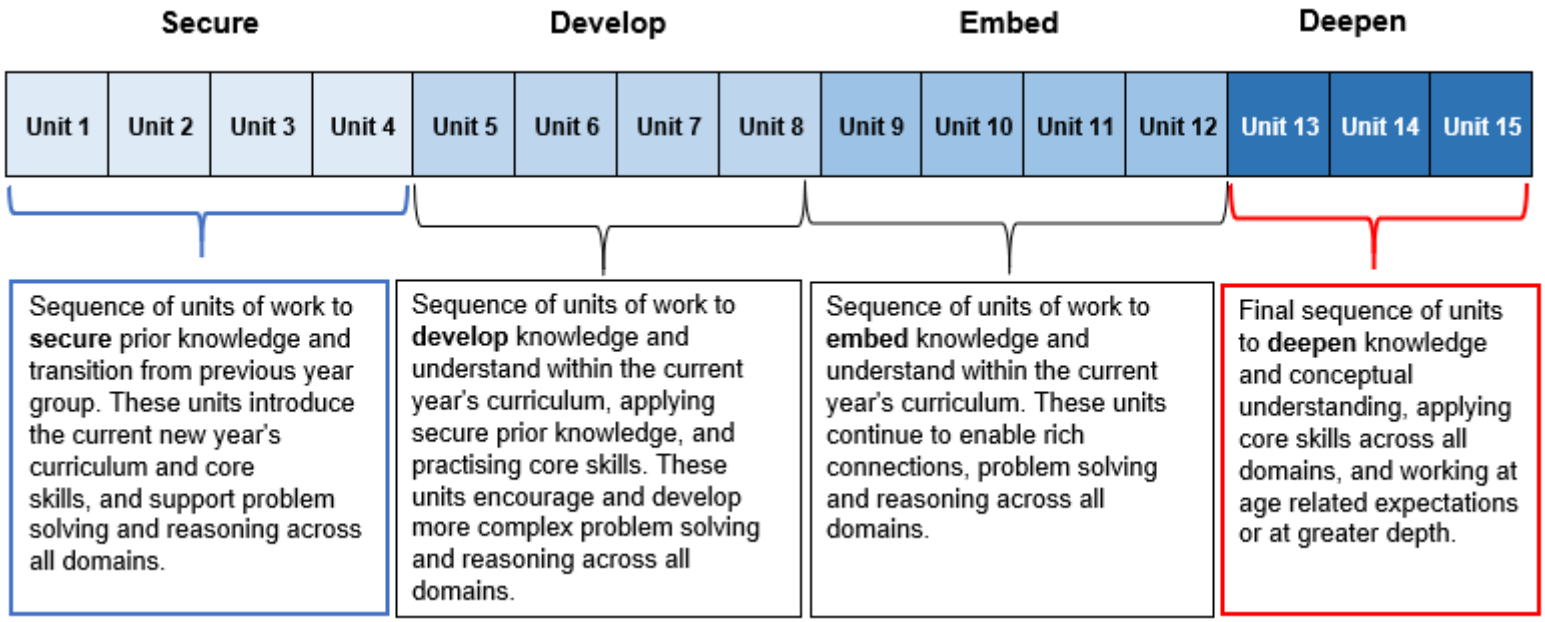
This document contains…
Long-term curriculum map for Y3 and 4
Medium-term overview plans for Y3 and 4 designed to support mixed age classes

Points to consider when using this resource
This medium-term plan identifies the key objectives in each unit.
For more detail and a break-down of these objectives please refer to the relevant unit plan.
Unit plans identify a learning journey, required prior knowledge, misconceptions, key vocabulary, and suggested tasks.
Appropriate models, images, concrete resources, and visual representations are an implicit element in all units.

A suggested schedule for assessment is included as colour-coded bands, linked to the Hampshire Assessment Model if required.

Plans are based on a **39-week school year** and will need to be **adjusted** on a term-by-term basis.

Overview of curriculum intent



Key for assessment bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

YEAR 3 and 4 Autumn Term

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.1 4.1	15	Number: Place Value, Addition and Subtraction	• Y2: Read and write numbers to at least 100 in numerals and in words. • Y2: Compare and order numbers from zero up to 100; using >, < and = signs • Recognise the place value of each digit in the 3-digit number (hundreds, tens and ones) up to 1000. • Find 10 or 100 more or less than a given number. • Identify, represent, and estimate numbers using different representations particularly including number lines. Solve number problems and practical problems involving these ideas. • Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Add and subtract numbers mentally, including: ○ A 3-digit number and ones ○ A 3-digit number and tens ○ A 3-digit number and hundreds • Estimate the answer to a calculation and use inverse operations to check answers.	• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Identify, represent, and estimate numbers using different representations. • Order and compare number beyond 1000. • Y3: Find 10 or 100 more or less than any given number. • Find 1000 more or less than any given number. • Count backwards through zero to include negative numbers. • Round any number to the nearest 10,100,1000. • Y2: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Y3: Read and write numbers to at least 1000 in numerals and in words. • Y3: Add and subtract numbers mentally including: ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • Estimate and use inverse operations to check answers to a calculation.
			I can…	• I can compare and order numbers up to 100. • I can solve number problems using partitioning with numbers up to 100. • I can compare and order numbers up to 1000. • I can compare and order numbers up to 1000 on a number line. • I can solve number problems using partitioning with numbers up to 1000. • I can add and subtract numbers mentally. • I can mental strategies when solving a problem.	• I can recognise and represent the place value of digits in a four-digit number. • I can estimate the position of numbers on a number line. • I can position and compare numbers on a number line. • I can find 10, 100 or 1000 more than any given number. • I can count backwards through zero. • I can round any number up to 10,000 to the nearest 10, 100 or 1000. • I can use related facts. • I can use a range of mental strategies when adding and subtracting numbers. • I can solve two-step addition and subtraction problems.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.2 4.2	10	Addition and subtraction with measurement	• Y2: Find different combinations of coins that equal the same amounts of money. • Add and subtract amounts of money to give change using both £ and p in practical contexts. • Measure, compare, add and subtract length (m / cm / mm) • Add and subtract numbers mentally. • Measure the perimeter of simple 2-D shapes.	• Estimate, compare and calculate different measures, including money in pounds and pence. • Y3: add and subtract amounts of money to give change, using both £ and p in practical contexts. • Y3: Measure, compare, add and subtract lengths (m/cm/mm). • Convert between different units of measure e.g. kilometre to metre. • Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m
			I can…	• I can recall key facts in relation to money. • I can find different combinations of coins that equal the same amounts of money. • I can add amounts of money. • I can subtract amounts of money to give change. • I can measure accurately using a ruler. • I can add and subtract to solve problems involving measure. • I can measure perimeter.	• I can recall key facts in the context of money. • I can find totals using different combinations of coins. • I can add amounts of money. • I can subtract to find change. • I can recall and represent key facts in the context of length. • I can convert between different units of measure. • I can measure and calculate perimeter. • I can solve problems relating to perimeter.
	3.3	10	Multiplication and Division	• Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • 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, using mental strategies. • Solve problems, including missing number problems involving multiplication and division	• Use place value, known and derived facts to multiply and divide mentally. • Recognise and use factor pairs and commutativity in mental calculations. • Recall and use multiplication and division facts for multiplication tables up to 12 x 12. • 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.
			I can…	• I can represent multiplication and division facts as arrays using a grid and a number line. • I can show division as grouping. • I can solve problems involving multiplication and division. • I can count in multiples of 3s and 4s. • I can write and calculate multiplication and division statements.	• I can recall and use multiplication and division facts. • I can recall and use multiplication and division facts for the 6 and 7 multiplication tables. • I can solve problems involving the 6 and 7 multiplication tables. • I can use division facts for the 6 and 7 multiplication tables. • I can solve problems with remainders involving the 6 and 7 multiplication tables.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.4 4.4	20	Fractions Geometry	• Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing one-digit numbers or quantities by 10. • Y2: Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. • Y2: Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Draw 2D shapes and make 3D shapes using modelling materials. • Identify right angles, recognise that two right angles make a right turn, three make three quarters of a turn and four make a complete turn. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• Recognise and show, using diagrams, families of common equivalent fractions. • Y3: Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. • Recognise and write decimal equivalents of any number of tenths or hundredths. • 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. • Add and subtract fractions with the same denominator. • 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. • Complete a simple symmetric figure with respect to a specific line of symmetry. • Find the area of rectilinear shapes by counting squares. • Describe positions on a 2-D grid as co-ordinates in the first quadrant.
			I can…	• I can recognise, find and write fractions. • I can count up and down in tenths. • I can order and compare fractions with the same denominator. • I can recognise equivalent fractions. • I can order and compare unit fractions and fractions with different denominators. • I can identify and describe the properties of 2D shapes. • I can draw 2D shapes. • I can identify half and quarter of a given 2D shape. • I can identify and describe the properties of 3D shapes. • I can make 3D shapes.	• I can count in fractional steps. • I can solve problems by counting in fractional steps. • I can recognise families of common equivalent fractions. • I can compare fractions and identify equivalence. • I can count up and down in tenths. • I can count up and down in hundredths. • I can round decimals to the nearest whole number. • I can add and subtract fractions with the same denominator. • I can compare and sort 2D shapes based on their properties. • I can identify acute and obtuse angles. • I can identify the line of symmetry. • I can find the area of shapes by counting squares, • I can describe positions on a 2-D grid as coordinates,

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.5 4.5	15	Place Value with Measurement Time	• Measure, compare, add and subtract lengths (mm/cm/m); mass (kg/g) • Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. • Find 10 or 100 more or less than a given number • Y2: Tell and write the time to five minutes, including quarter past/to the hour, and draw hands on a clock face to show these times. • 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 within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute, days in each month, year and leap year.	• Y3: Measure, compare, add and subtract lengths (mm/cm/m/km); mass (kg/g). • Convert between different units of measure (e.g. kilometres to metres, hours to minutes). • Count up and down in hundredths; recognising that hundredths arise from dividing an object by hundred and dividing tenths by ten. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). • Y3: Estimate and read time within increased accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock. Use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. • 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.
			I can…	• I can derive associated facts for length. • I can measure and compare lengths. • I can add and subtract in the context of length. • I can derive associated facts for mass. • I can measure and compare mass. • I can add and subtract in the context of mass. • I can tell and write the time to five minutes, including quarter past and to the hour. • I can tell and write the time to five minutes and draw hands on a clock face to show these times. • I can tell and write the time from an analogue clock (12 hour)	• I can identify key facts for length. • I can count in fractional steps. • I can accurately read scales to solve problems involving length. • I can solve problems involving adding and subtracting length. • I can identify key facts for mass. • I can accurately read scales to solve problems involving mass. • I can solve problems involving adding and subtracting mass. • I can identify key facts for time. • I can tell the time to the nearest minute. • I can, write and convert time between analogue and digital clocks.
Christmas					

Year 3 and 4 Spring Term

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.6 4.6	15	Fractions Geometry	• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Compare and order unit fractions and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$. • Solve problems that involve all of the above. • Recognise angles as properties of shape or a direction 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.	• Recognise and show using diagrams, families of common equivalent fractions. • 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. • 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. • Count up and down in hundredths; recognise that hundredths arise when dividing and object by a hundred and dividing tenths by ten. • Round decimals with one decimal place to the nearest whole number. • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify lines of symmetry in 2- D shapes presented in different orientations. • Describe positions on a 2-D grid as co-ordinates in the first quadrant. • Describe movements between positions as translations of a given unit to the left / right and up/down.
			I can…	• I can compare and order fractions. • I can recognise and show equivalent fractions. • I can add and subtract fractions with the same denominator. • I can solve problems involving fractions. • I can recognise angles as a property of shape. • I can recognise angles as a direction of turn. • I can identify whether angles are greater than or less than a right angle	• I can count in tenths. • I can add and subtract tenths. • I can round decimals to the nearest whole number. • I can count up in hundredths. • I can add and subtract hundredths. • I can count up in fractional steps. • I can add and subtract fractions with the same denominator. • I can recognise decimal and fraction equivalence. • I can compare and classify quadrilaterals. • I can describe positions of triangles on a grid. • I can describe movements between positions as translations. • I can compare angles in different 2-D shapes.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives

	3.7
	4.7
		15	Addition and Subtraction	• 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.
				• Estimate the answer to a calculations and use inverse operations to check answers.
				• Read and write numbers up to 1000 in numerals and in words.
				• Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
					• Recognise the place value of each digit of a four-digit number (thousand, hundreds, tens and ones).
					• Order and compare numbers beyond 1000.
					• Round any number to the nearest 10, 100 or 1000.
					• Estimate and use inverse operations to check answers to a calculation.
					• Add and subtract numbers with up to 4 digits using formal written methods and subtraction where appropriate.
					• Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why

			I can…	• I can add and subtract a three-digit number and ones. • I can add and subtract a three-digit number and hundreds. • I can add and subtract a three-digit number and tens (not crossing the hundreds boundary). • I can add and subtract a three-digit number and tens (crossing the hundreds boundary). • I can add and subtract numbers with up to three digits using partitioning. • I can add and subtract numbers with up to three digits using number bonds. • I can add and subtract numbers with up to three digits using rounding and adjusting. • I can estimate the answer to a problem.	• I can compare and order four-digit numbers. • I can round to the nearest multiple of 10. • I can round to the nearest multiple of 100. • I can round to the nearest multiple of 1000. • I can use known facts to support mental strategies. • I can add numbers using formally written methods. • I can subtract numbers using formally written methods. • I can identify when to use mental strategies or a formal written method. • I can solve addition and subtraction two-step problems in context.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.8	5	Measurement: Time	• 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, hours and o'clock; use vocabulary such as a.m/p.m, morning, afternoon, noon, and midnight. • Know the number of seconds in a minute, days in each month, year, and leap year. • Compare durations of events, for example to calculate the time taken by particular events or tasks.	• Y3: Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks. • Y3: Compare durations of events, for example to calculate the time taken by particular events or tasks. • Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.
			I can…	• I can recall key facts of time. • I can read the time to the nearest minute. • I can tell and write the time using 12-hour and 24-hour clocks. • I can compare durations of events.	• I can read and write the time from an analogue clock. • I can calculate durations of time.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.9 4.9	10	Multiplication and Division	• Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count from zero in multiples of 4, 8, 50 and 100. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. • Solve problems, including missing number problems involving multiplication and division.	• Y3: Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Count in multiples of 6,7, 9, 25 and 1000 from zero. • Recall multiplication and division facts for multiplication tables up to 12 x 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. • Solve problems involving multiplication 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.
			I can…	• I can recall and use multiplication and division facts. • I can multiply three numbers together. • I can use the grid method for multiplication. • I can divide by 1. • I can solve problems involving multiplication. • I can use place value, known and derived facts to multiply and divide mentally. • I can solve multiplication problems using known facts.	• I can recall and use multiplication and division facts for the 2, 5 and 10 tables. • I can represent and use multiplication and division facts for the 3 times table. • I can represent and use multiplication and division facts for the 4 times table. • I can represent and use multiplication and division facts for the 8 times table. • I can solve problems using multiplication and division. • I can solve problems using division as grouping.
		5	Fractions	• 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.	• 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. • 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. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
			I can…	• I can recognise, find, and write unit fractions of a discrete set of objects. • I can recognise, find, and write non-unit fractions of a discrete set of objects. • I can recognise and use fractions as numbers.	• I can find the effect of dividing by 10. • I can solve problems involving fractions to calculate quantities.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.10 4.10	10	Number and Place Value Addition and Subtraction with Statistics	• Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and words. • Identify, represent, and estimate numbers using different representations. • Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. • Count up and down in tenths, recognising that tenths arise from dividing an object in ten equal parts and in dividing one-digit numbers or quantities by 10. • Measure, compare, add and subtract: ○ volume/capacity (l / ml) • Interpret and present data using bar charts, pictograms, and tables. • Solve one-step and two-step questions such as “How many more?” and “How many fewer?” using information presented in scaled bar charts, pictograms, and tables.	• Order and compare numbers beyond 1000. • Round any number to the nearest 10,100 and 1000. • Solve number and practical problems that involve an understanding of place value and with increasingly large positive numbers. • Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. • 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.
			I can…	• I can represent numbers using different representations. • I can compare and order numbers up to 1000. • I can use representations to show compositions of 100 and 1000. • I can use a number line to estimate and position numbers up to 1000. • I can use key number facts, including number bonds, to solve problems. • I can solve problems involving measure. • I can solve one-step and two-step questions using information presented in pictograms. • I can solve one-step and two-step questions using information presented in bar charts. • I can solve one-step and two-step questions using information presented in tables.	• I can compare and order numbers. • I can position and compare numbers on a number line. • I can recall related facts to 1000. • I can recall related facts to 10,000. • I can solve missing number problems using known facts, • I can solve comparison, sum and difference problems.
Easter Holidays					

Year 3 and 4 Summer Term

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.11 4.11	15	Multiplication and Division	• Recognise the place of each digit in a three-digit number (hundreds, tens, and ones). • Y2: Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count from zero in multiples of 4, 8, 50 and 100. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental strategies. • Solve problems, including missing number problems involving multiplication and division.	• Y3: Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10. • 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. • Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Recall multiplication and division facts for multiplication tables up to 12 x 12. • Solve problems involving multiplying and adding, including using 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.
			I can…	• I can recognise the place of each digit in a three-digit number. • I can recall and use multiplication and division facts for the 3-, 4- and 8-times table. • I can use related division facts for the 3, 4 and 8 multiplication tables. • I can solve problems involving multiplication and division (no remainders). • I can divide and find remainders using my multiplication and division facts. • I can solve problems involving multiplication and division, including interpreting remainders in context. • I can solve multiplication and division problems. • I can solve problems, including missing number problems involving multiplication and division.	• I can recall and use multiplication and division facts. • I can recall and use multiplication and division facts for the 11-multiplication table. • I can recall and use multiplication and division facts for the 12-multiplication table. • I can find the effect of dividing a one-digit number by 10. • I can find the effect of multiplying and dividing by 10. • I can find the effect of multiplying and dividing by 100. • I can solve problems involving multiplication and division. • I can solve problems involving division with remainders.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.12 4.12	10	Geometry	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• 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. • Find the area of rectilinear shapes by counting squares. • Plot specified points and draw sides to complete a given polygon.
			I can…	• I can sort and classify 2-D shapes in different ways. • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • I can solve problems involving horizontal and vertical lines and pairs of perpendicular and parallel lines. • Assessment Opportunity • I can sort and classify 3-D shapes in different ways. • I can describe properties of prisms and pyramids. • I can construct prisms and pyramids.	• I can find the area of rectilinear shapes. • I can compare and order angles. • I can compare and classify quadrilaterals and triangles. • I can compare and classify geometric shapes. • I can find the area of rectilinear shapes. • I can plot specified points and draw sides to complete a given polygon.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives

	3.13
	4,13
		10	Addition and Subtraction	• 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 formally written methods of columnar addition and subtraction.
				• Estimate the answer to a calculations 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 with numbers 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.
					• 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.
					• Count backwards through zero to include negative numbers.

			I can…	• I can represent problems using the bar model. • I can add and subtract numbers mentally. • I can solve addition and subtraction problems. • I can add numbers using formally written methods. • I can subtract numbers using formally written methods. • I can identify when to use mental strategies or a formal written method.	• I can decide which operations and methods to use and why. • I can solve missing number problems. • I can solve addition and subtraction two-step problems. • I can count backwards through zero to include negative numbers, • I can solve comparison, sum and difference problems.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.14 4.14	10	Multiplication and Division	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count from zero in multiples of 4, 8, 50 and 100. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods. • Solve problems, including missing number problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	• Recall multiplication and division facts for multiplication tables up to 12 x 12. • 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 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.
			I can…	• I can recall and use multiplication and division facts. • I can solve multiplication and division problems using my known facts. • I can solve multiplication and division problems involving missing number. • I can solve multiplication and division problems involving integer scaling problems. • I can solve multiplication problems using formal written methods.	• I can recall and use multiplication and division facts. • I can multiply two-digit numbers by a one-digit number using formal written layout. • I can multiply three-digit numbers by a one-digit number using formal written layout. • I can use the formal written method of short division. • I can solve problems involving multiplication and division.

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
		5	Fractions	• 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. • Compare and order unit fractions and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole e.g. $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$. • Solve problems that involve all of the above.	• Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Recognise and show using diagrams, families of common equivalent fractions. • 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. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
			I can…	• I can compare and order unit fractions and fractions with the same denominator. • I can recognise and show equivalent fractions. • I can recognise, find and write fractions of a discrete set of objects. • I can add and subtract fractions with the same denominator. • I can solve problems involving fractions.	• I can recognise and show equivalent fractions. • I can recognise and write fraction and decimal equivalents. • I can solve problem involving harder fractions to calculate quantities.
	3.15 4.15	5	Measurement: Money	• Add and subtract amounts of money to give change, using both £ and p in practical contexts.	• 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.
			I can…	• I can find totals using different coins and notes. • I can add and subtract amounts of money to give change.	• I can recall key facts. • I can calculate with money

A.M	Unit	Hours	Domain	Y3 National Curriculum Objectives	Y4 National Curriculum Objectives
	3.15 4.15 Cont	5	Measurement: Time	• Tell the time from an analogue clock, including using Roman numerals I to XII, 12-hour and 24-hour clocks. • Estimate and read the time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., midnight and noon. • 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.	• 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
			I can…	• I can tell the time to the nearest minute. • I can compare durations of events.	• I can read and write time between analogue and digital 12-hour clocks. • I can read, write and convert time between analogue and digital 24-hour clocks. • I can solve problems involving calculating time intervals.
	3.16 4.16	5	Measurement: length	• Measure, compare, add and subtract lengths (m/cm/mm). • Measure and compare the perimeter of simple 2-D shapes. • 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.	• Convert between different units of measure (e.g. kilometres to metres). • Estimate, compare and calculate with different measures. • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Solve simple measure problems involving fractions and decimals up to two decimal places. • Round decimals with one decimal place to the nearest whole number. • Compare numbers with the same number of decimal place (up to two decimal places)
			I can…	• I can recall and use key facts to 1000 in the context of length. • I can measure, compare, add, and subtract lengths to solve problems. • I can measure and compare perimeter.	• I can solve simple measure problems involving fractions and decimals. • I can measure and calculate the perimeter of geometric shapes. • I can measure and calculate the perimeter of rectilinear shapes.
Summer Holidays					

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