

HIAS MOODLE+ RESOURCE

Year 3 Unit Plan 3.4 Fractions and Geometry

Autumn term

HIAS Maths Team
September 2026
Final version

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Overview

This document contains...

Year 3 Unit Plans linked to the Hampshire Medium Term Overview

Points to consider when using this resource:

These unit plans provide an example of how medium-term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify required prior learning, some common misconceptions and an indication of key skills pupils need to secure competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

National Curriculum Links:

Fractions


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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above.

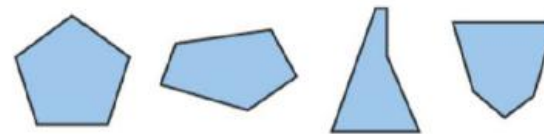
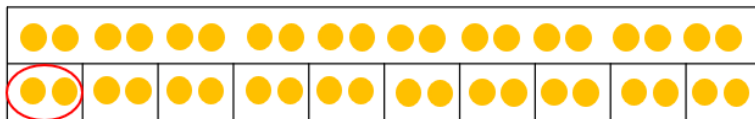
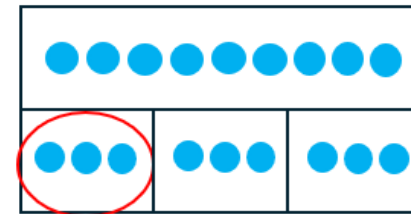
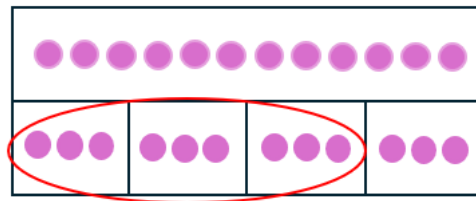
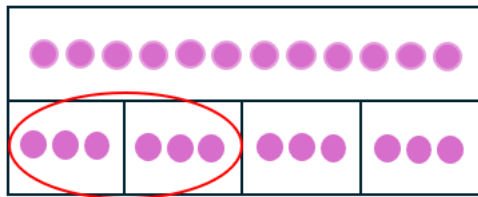
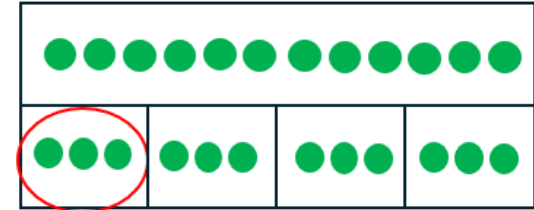
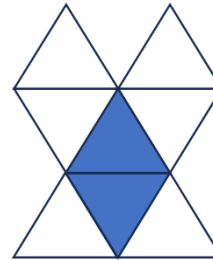
Geometry

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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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

<p>This unit of work develops pupils' understanding of fractions and shape. Pupils learn to recognise, find, name and write common fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$ and $\frac{1}{10}$) of shapes, quantities, sets of objects and lengths, including recognising equivalent fractions such as $\frac{2}{4}$ and $\frac{1}{2}$. Alongside this, pupils explore the properties of 2-D and 3-D shapes, identify shapes in different orientations, recognise 2-D shapes on the surfaces of 3-D shapes, and describe their features. The unit also builds practical skills in drawing 2-D shapes, constructing 3-D shapes, and identifying lines of symmetry, supporting pupils to make connections between fractions, geometry and visual representations.</p>		<p>Notional Time: 20 sessions</p>
<p>Check and Refresh - <i>skills and knowledge that pupils need to know</i></p>	<p>Verbal coding- <i>precise mathematical language to model during worked examples</i></p>	<p>Mastering Key Facts in Key Stage 2 – developing fluency and automaticity</p>
<p>Understand that fractions are equal parts of a whole shape, set of objects or quantity, length.</p> <p>Recognise common 2D and 3D shapes presented in different orientations.</p> <p>Use precise language to describe the properties of 2D and 3D shapes and compare shapes by reasoning about similarities and differences in properties.</p>	<p>To find a half / quarter / third, I need to divide the whole into ___ equal parts. Each part is worth a ____.</p> <p>This is the same as </p> <p>This 2D shape is a ____ because it has exactly ___ straight sides / vertices.</p> <p>This 3D shape is a ____ because it has ____ faces / edges / vertices.</p>	<ul style="list-style-type: none"> • Y2 Recap: Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing number. • Recall multiples of 3 up to 12 x 3 in any order, including missing numbers.
<p>Mathematical Concepts- <i>important pieces of information learners should take away from the unit</i></p>	<p>Watch out for</p>	<p>DfE Ready -to- progress criteria</p>
<p>Fractions represent equal parts of a whole Pupils understand that fractions are created by dividing shapes, quantities, lengths or sets into equal parts.</p> <p>Some fractions are equivalent Pupils recognise that different fractions can represent the same amount, specifically understanding that $\frac{2}{4}$ is equivalent to $\frac{1}{2}$.</p> <p>Shapes have properties that can be described and identified Pupils confidently work with 2-D and 3-D shapes.</p>	<p>Pupils may not recognise equal parts within fractions.</p> <p>Pupils may share objects without ensuring equal group sizes, when finding fractions of quantities.</p> <p>Pupils may confuse $\frac{1}{10}$ with 10 or think it is bigger than $\frac{1}{4}$ because 10 is larger than 4.</p> <p>Pupils might think tenths only apply to numbers after the decimal point rather than being fractions.</p> <p>Pupils may focus on size or orientation of shapes, rather than mathematical properties.</p>	<p>2G-1</p> <p>3F-1</p> <p>Formative assessment questions - <i>key questions to support pupil reasoning and teacher assessment</i></p> <ul style="list-style-type: none"> • What is the same and what is different? • What if I change...? • Can you give me an example of... and another...and another? • Which is harder and which is easier...? • If I know this, then what else do I know?

Visual coding: key representations



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Learning Journey – Fractions

Autumn unit 3.4 (2 weeks)	Spring unit 3.6 (1 week)	Summer 3.9 (1 week)	Summer unit 3.14 (1 week)
<p>I can recognise, find, name and write fractions $\frac{1}{2}$ of a shape, set of objects or quantity, length.</p> <p>I can recognise, find, name and write fractions $\frac{1}{4}$ of a shape, set of objects or quantity, length.</p> <p>I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>I can recognise, find, name and write fractions $\frac{2}{4}$ of a shape, set of objects or quantity, length.</p> <p>I can recognise, find, name and write fractions $\frac{3}{4}$ of a shape, set of objects or quantity, length.</p> <p>I can recognise, find, name and write fractions $\frac{1}{3}$ of a shape, set of objects or quantity, length.</p> <p>I recognise that tenths arise from dividing an object into 10 equal parts.</p> <p>I can recognise, find and write $\frac{1}{10}$ of a discrete set of objects.</p>	<p>I can count up and down in tenths.</p> <p>I can divide one-digit numbers by 10.</p> <p>I can recognise, find and write unit fractions with small denominators.</p> <p>I can recognise, find and write non-unit fractions with small denominators.</p> <p>I can recognise and show equivalent fractions with small denominators.</p> <p>I can solve problems.</p>	<p>I can count up and down in tenths.</p> <p>I can compare and order unit fractions.</p> <p>I can compare and order fractions with the same denominators.</p> <p>I can add fractions with the same denominator within 1 whole.</p> <p>I can subtract fractions with the same denominator within 1 whole.</p> <p>I can solve problems.</p>	<p>I can count up and down in tenths; recognise that tenths arise from dividing an objects into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>I can recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>I can add and subtract fractions with the same denominator within 1 whole.</p> <p>I can compare and order unit fractions and fractions with the same denominators.</p> <p>I can solve problems.</p>

Learning Journey – Geometry		
Autumn unit 3.4 (2 weeks)	Spring unit 3.6 (1 week)	Summer unit 3.12 (2 weeks)
<p>I can identify and describe properties of 3-D shapes.</p> <p>I can recognise 3-D shapes in different orientations and describe them.</p> <p>I can identify 2-D shapes on the surface of 3-D shape.</p> <p>I can identify and describe properties of 2-D shapes.</p> <p>I can draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>I can identify line symmetry in a vertical line.</p>	<p>I can recognise angles as a property of shape or a description of a turn.</p> <p>I can identify right angles.</p> <p>I can identify whether angles are greater than or less than a right angle.</p> <p>I can recognise that two right angles make a half-turn.</p> <p>I can recognise that three right angles make three-quarters of a turn.</p> <p>I can recognise that four right angles a complete turn.</p>	<p>I can identify horizontal and vertical lines, and pairs of perpendicular and parallel lines.</p> <p>I can draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>I can recognise 3-D shapes in different orientations and describe them.</p> <p>I can recognise angles as a property of shape or a description of a turn.</p> <p>I can identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn.</p> <p>I can identify whether angles are greater than or less than a right angle.</p>

Proposed lesson sequence to support development of mathematical concepts

Developing fluency and automaticity – ongoing daily practice

<p>Mastering Key Facts in Key Stage 2</p>	<p>Autumn Ongoing Mental Fluency Practice</p> <ul style="list-style-type: none"> • Y2 Recap: Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing number. • Recall multiples of 3 up to 12 x 3 in any order, including missing numbers.
<p>Counting Fluency</p>	<ul style="list-style-type: none"> • I can count in fractional steps ($\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{3}$ s) – recap of Y2. • I can count in fractional steps (1/10s)
<p>I can...</p>	<p>Mathematical Concepts, Key Skills and Suggested Tasks</p>

10 sessions – Fractions

I can recognise, find, name and write fractions $\frac{1}{2}$ of a shape, set of objects or quantity, length.

This step revisits key Year 2 learning where pupils understand that $\frac{1}{2}$ represents one of two equal parts, and they can recognise when something shows a half. They can find half themselves by sharing shapes, objects, quantities or lengths into two equal parts. Pupils can use the correct language and symbol ($\frac{1}{2}$) to name and write a half in these different contexts.

Checking for understanding questions:

- Look at the image.
- How many triangles are there in the whole shape?
- Why is this important?
- Use a bar model as a key image to find $\frac{1}{2}$ of quantities, for example: 'What is $\frac{1}{2}$ of 12?'
- How many equal groups do you need to divide 12 into?
- Why do you need 12 counters?
- Can you share 12 counters into the bar model?



**To find a half, I need to divide the whole into ___ equal parts.
Each part is worth a ____.**

This is the same as $\frac{\square}{\square}$

I can recognise, find, name and write fractions $\frac{1}{4}$ of a shape, set of objects or quantity, length.

Again, this step revisits key Year 2 learning where pupils understand that $\frac{1}{4}$ represents one of four equal parts, and they can recognise it when they see it in shapes, objects, amounts or lengths. They can find one quarter themselves by sharing or dividing into four equal groups or parts, often using practical resources. Pupils can use the correct language and symbol ($\frac{1}{4}$) to name and write a quarter in these different contexts.

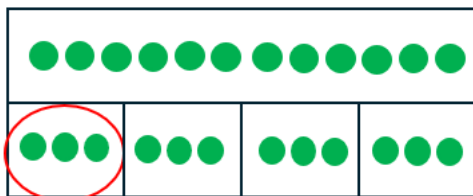
Checking for understanding questions:

- Provide pupils with a range of different shapes for them to find a $\frac{1}{4}$ of.
- Encourage pupils to count the total number of parts first before finding a $\frac{1}{4}$
- Use a bar model as a key image to find $\frac{1}{4}$ of quantities, for example: 'What is $\frac{1}{4}$ of 12?'
- How many equal groups do you need to divide 12 into?
- Why do you need 12 counters?
- Can you share 12 counters into the bar model?



To find a quarter, I need to divide the whole into ___ equal parts. Each part is worth a ____.

This is the same as $\frac{\square}{\square}$

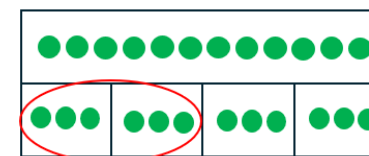
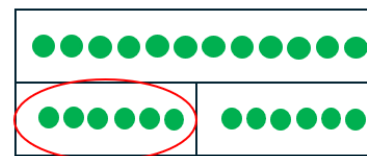


I can recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

In this step, which builds upon prior learning in Year 2, pupils understand that different fractions can represent the same amount, even though they look different. In this case, pupils learn that two quarters ($\frac{2}{4}$) make the same whole amount as one half ($\frac{1}{2}$).

Checking for understanding questions:

- To find $\frac{1}{2}$ of 12, I will use a bar model
- There is 12 in my whole
- I will divide my whole into two equal parts and divide 12 into two
- **$\frac{1}{2}$ of 12 = 6**
- To find $\frac{2}{4}$ of 12, I will use a bar model
- There is 12 in my whole
- I will divide my whole into four equal parts and divide 12 into four
- $\frac{1}{4}$ of 12 = 3, I need two out of the four equal parts to show $\frac{2}{4}$
- So I will double 3 to find my answer
- **$\frac{2}{4}$ of 12 = 6**
- **My answers are the same. This proves that $\frac{2}{4}$ and $\frac{1}{2}$ are equivalent fractions.**

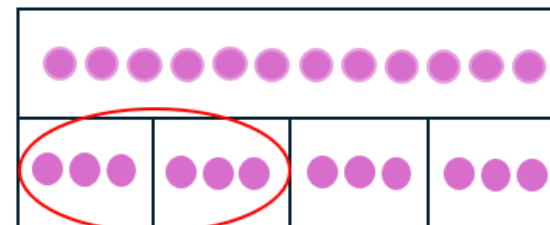


I can recognise, find, name and write fractions $\frac{2}{4}$ of a shape, set of objects or quantity, length.

In this step, which builds upon Year 2 prior learning, pupils understand that $\frac{2}{4}$ represents two of four equal parts, and they can recognise it in shapes, objects, quantities and lengths. They can find $\frac{2}{4}$ themselves by dividing into four equal parts and selecting two of them. Pupils can use the correct language and write the fraction $\frac{2}{4}$ to describe what they see or have found.

Key concept:

- $\frac{2}{4}$ represents two out of four equal parts
- Design a range of tasks that secure pupils' understanding of this key concept, using a bar model to prove their thinking and support reasoning.
- Provide opportunities for pupils to recognise, find, name and write fractions $\frac{2}{4}$ of a shape, set of objects or quantity and lengths.

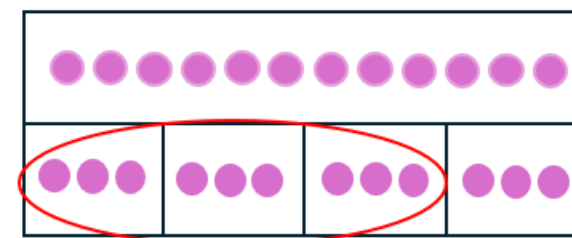


I can recognise, find, name and write fractions $\frac{3}{4}$ of a shape, set of objects or quantity, length.

This step means pupils understand that $\frac{3}{4}$ represents three out of four equal parts, and they can recognise this in shapes, groups of objects, quantities and lengths. They can find $\frac{3}{4}$ themselves by dividing something into four equal parts and taking three of them. Pupils can use the correct language and symbol ($\frac{3}{4}$) to name and write three quarters in these different contexts.

Key concept:

- $\frac{3}{4}$ represents three out of four equal parts
- Design a range of tasks that secure pupils' understanding of this key concept, using a bar model to prove their thinking and support reasoning.
- Provide opportunities for pupils to recognise, find, name and write fractions $\frac{3}{4}$ of a shape, set of objects or quantity and lengths.

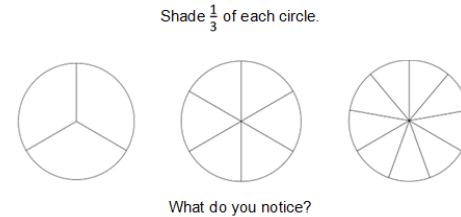
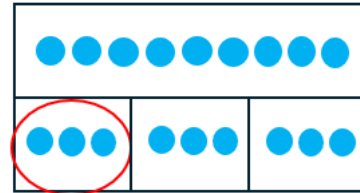


I can recognise, find, name and write fractions $\frac{1}{3}$ of a shape, set of objects or quantity, length.

In this step, pupils develop a secure understanding that one third means one of three equal parts. Pupils learn to identify and work out one third by dividing shapes, groups, amounts or lengths into three equal parts. They also learn to use the correct language and write the fraction $\frac{1}{3}$ to describe their thinking.

Key concept:

- One third means one out of three equal parts.
- Design a range of tasks that secure pupils' understanding of this key concept, using a bar model to prove their thinking and support reasoning.



Circle $\frac{1}{3}$ of the apples below.



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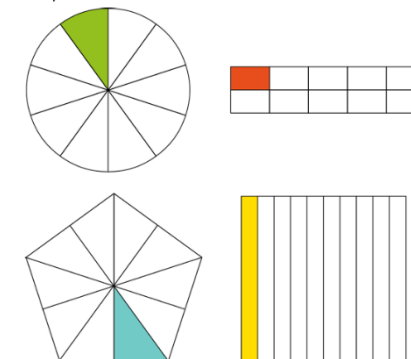
I recognise that tenths arise from dividing an object into 10 equal parts.

This step focuses on key new learning in Year 3, helping pupils understand where tenths come from, rather than just recognising the symbol. Pupils learn that a tenth means one of ten equal parts, created by dividing a whole object, shape or amount into 10 equal pieces. This builds an early foundation for fractions, place value and decimals, and helps pupils see that tenths are simply another way of sharing a whole equally.

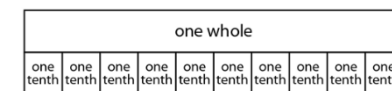
Key questions:

- Provide pupils with a range of shapes that are divided into ten equal parts to model a tenth.
- Start with one tenth shaded and then progress onto finding a different number of tenths.
- Use the following stem sentence:
'The whole is divided into ten equal parts and ___ of them is / are shaded. This is ___ tenth(s) of the whole.'

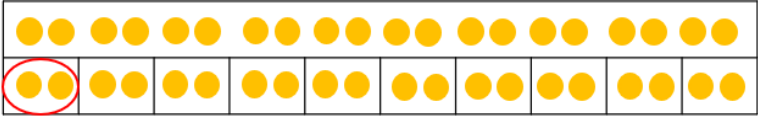
Shapes:



Bar model:



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<p>I can recognise, find and write $\frac{1}{10}$ of a discrete set of objects.</p>	<p>This step helps pupils understand that $\frac{1}{10}$ means one equal share when a group is divided into ten and that this only applies to countable (discrete) objects. Pupils learn to find one tenth by sharing objects into ten equal groups and selecting one group. They also learn to write the fraction $\frac{1}{10}$ to match what they have found using objects or pictures.</p> <p>Key concept:</p> <ul style="list-style-type: none"> • Pupils understand that $\frac{1}{10}$ means one part out of ten equal parts • As per previous steps for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$, encourage pupils to use a bar model to support their thinking. Dienes is also a useful concrete resource to use here with one 'tens stick' representing the whole, and 'ones' representing tenths. • For example: $\frac{1}{10}$ of 20 = ? • Encourage pupils to physically put 20 counters in the whole of the bar model • Then divide the whole into ten equal parts to represent tenths • Pupils then divide 20 by 10 to find $\frac{1}{10}$ of 20  <p>Design tasks that encourage pupils to reason mathematically, using precise language to justify their thinking. Where appropriate, encourage pupils to explain, prove, or represent their reasoning in different ways using the bar model to deepen their understanding.</p>
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10 lessons – Geometry

<p>I can identify and describe properties of 3-D shapes.</p>	<p>In this step, pupils revisit prior learning from Y2, to consolidate their understanding of identifying and describing properties of 3-D shapes. They will use language such as:</p> <ul style="list-style-type: none"> • faces (flat or curved) • edges (where two faces meet) • vertices <p>Design tasks that encourage pupils to identify and describe properties of 3-D shapes and also provide opportunities for pupils to compare shapes. Use the key question: What is the same? What is different? Encourage pupils to use the correct mathematical vocabulary.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>3. Task: Lay out a selection of 3D shapes, then instruct pupils to find a shape that has:</p> <ol style="list-style-type: none"> fewer than 5 edges more than 5 faces exactly 1 vertex all faces the same shape no flat faces no straight edges both a square face and a triangular face </div> <p>Example taken from NCETM 'Ready to Progress' Example of Assessment Questions 2G-1</p>
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<p>I can recognise 3-D shapes in different orientations and describe them.</p>	<p>In this step, pupils understand that 3-D shapes stay the same even when they are turned, tilted or viewed from a different angle. Pupils learn not to rely on a “typical” picture of a shape (for example, a cube sitting flat on a face), but to recognise it any way it is positioned.</p> <p>Checking for understanding questions: Recognising shapes in different orientations</p> <ul style="list-style-type: none"> • What is this 3-D shape? How do you know? • Does this shape change if I turn it? Why or why not? • Is this still a cube/cuboid even though it’s on its side/upside down? • What clues help you recognise the shape when it looks different? <p>Describing properties</p> <ul style="list-style-type: none"> • How many faces does this shape have? What shape are they? • How many edges and vertices can you see? Are some hidden? • Can you describe this shape without naming it? • Which properties would stay the same if I rotate the shape? <p>Comparing and reasoning</p> <ul style="list-style-type: none"> • How is this shape the same as that one? How is it different? • Could this be a different shape if it was turned another way? Why? • Which 3-D shapes can have square faces? Which cannot? • How can you tell the difference between a cube and a cuboid when they are rotated?
<p>I can identify 2-D shapes on the surface of 3-D shape.</p>	<p>This step builds on prior learning in Y2. Pupils understand that the flat faces of 3-D shapes are made up of familiar 2-D shapes. Rather than seeing a 3-D shape as a single object, pupils notice and name the shapes that form its surfaces. Provide pupils with a range of 3-D shapes to explore and physically handle as concrete resources.</p> <p>Checking for understanding questions: What shapes can you see?</p> <ul style="list-style-type: none"> • What 2-D shapes make up the faces? • Are all the faces the same? • Which shapes have rectangular faces? Circular faces? • Can you sort the 3-D shapes by their faces? <p>Design tasks that develop pupils’ reasoning and use of mathematical vocabulary. For example: True / False? Always, sometimes, never true?</p> <ul style="list-style-type: none"> • A cube has square faces. • A cuboid has circular faces. • A cylinder has a rectangular face.

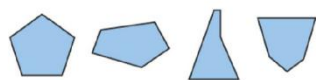
I can identify and describe properties of 2-D shapes.

In this step, pupils can recognise common 2-D shapes and talk about what makes each shape that shape, using its features rather than just its name. They are expected to explain shapes using mathematical properties, not just visual appearance.

Key language includes:

- sides (number of sides)
- vertices
- straight sides
- curved side
- equal sides / unequal side
- right angle (for squares and rectangles, where appropriate).

Design tasks that encourage pupils to identify and describe properties of 2-D shapes and also provide opportunities for pupils to compare shapes. Use the key question: What is the same? What is different?
Encourage pupils to use the correct mathematical vocabulary.

Model	Calculations
	<p>What is the same?</p> <p>They are all 2D shapes. They all have 5 sides. They all have 5 vertices. They are all pentagons.</p> <p>What is different?</p> <p>The length of the sides when comparing each shape.</p>

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Paired example 2.9

I can draw 2-D shapes and make 3-D shapes using modelling materials.

In this step, pupils show their understanding of shape by creating shapes themselves, not just recognising or naming them. They can draw 2-D shapes with the correct basic properties, such as the right number of sides and vertices. They can also build 3-D shapes using modelling materials, showing awareness of faces, edges and vertices.

Suggested key tasks:

Draw a Shape from a Description

Pupils draw 2-D shapes using given properties (e.g. number of sides and vertices).
For example: Draw a shape with 4 sides and 4 vertices.

Focus:

- Correct number of sides and vertices
- Understanding properties, not just naming

Make 2-D Shapes Using Materials

Using sticks, straws, pipe cleaners or string, pupils **construct** 2-D shapes.
For example: Make a triangle, then change it into a square.

Focus:

- Building shapes accurately
- Seeing how changing sides/vertices changes the shape

	<p>Build a 3-D Shape Pupils use modelling materials (e.g. Polydron, cubes, playdough and sticks) to build a 3-D shape. For example: Build a cube Focus:</p> <ul style="list-style-type: none"> • Awareness of faces, edges and vertices • Linking structure to shape name
<p>I can identify a line of symmetry in a vertical line.</p>	<p>In this step, pupils understand what line symmetry is and can recognise when a shape can be split into two identical halves by a vertical line (a straight line going up and down). They should be able to find, draw or point to the vertical line of symmetry and explain that both sides match exactly when folded or reflected.</p> <p>Suggested key task: <i>Is it symmetrical?</i> Provide pupils with a set of shapes (both symmetrical and non-symmetrical), shown on squared paper or cards. Each shape has a vertical line drawn down the middle.</p> <ul style="list-style-type: none"> • Pupils fold the shape along the vertical line <i>or</i> imagine folding it. • Decide whether the two halves match exactly. • Sort the shapes into “has a vertical line symmetry” and “does not have a vertical line symmetry”. <p>Key focus:</p> <ul style="list-style-type: none"> • Identifying symmetry specifically in a vertical line • Understanding that both halves must be identical mirror images <p>Challenge prompt:</p> <ul style="list-style-type: none"> • <i>How do you know the shape is symmetrical along this vertical line?</i> • <i>What would happen if the line moved left or right?</i> • <i>Can you change the shape so it no longer has vertical symmetry?</i>

HIAS Resources to support:

- Reasoning and Intelligent Practice Tasks: [Reasoning and Intelligent Practice Tasks](#)
- Faded Scaffolds and Intelligent Practice: [Faded Scaffolds and Intelligent Practice](#)
- Paired Examples: [Paired Examples](#)
- Entry and Exit tickets: [Entry and Exit Tickets](#)
- Interleaving, Recall and Retrieval: [Interleaving, Recall and Retrieval \(hants.gov.uk\)](#)
- Connect4Maths: [Connect4Maths - Primary](#)
- Moderation Documents: [Moderation Documents](#)
- KS1 Key Facts: [Key Stage 1 Key Facts Document](#)
- Mastering Times Tables: [Mastering Times Tables](#)

NCETM Resources to support:

- Exemplification of ready -to -progress criteria (RTPS): [Exemplification of ready-to-progress criteria | NCETM](#)
- NCETM Professional Development materials spine 1: [Number, Addition and Subtraction | NCETM](#) ;
- The NCETM Mastery Task booklets can be used as a source of tasks to support end of year teacher assessment for both EXS and GDS
[Teaching for Mastery Booklets Yr1-6](#)

HIAS Maths Team

Jo Lees – Lead Inspector
Email: jo.lees@hants.gov.uk

Kate Spencer – Lead Inspector
Email: kathryn.spencer@hants.gov.uk

Rebecca Vickers – Teaching & Learning Adviser
Email: rebecca.vickers@hants.gov.uk

Nikki Barber – Teaching & Learning Advisor
Email – nicola.barber@hants.gov.uk

Olivia Goodburn – Teaching & Learning Advisor
Email – olivia.goodburn@hants.gov.uk

For further details on the full range of services available please contact us using the following email:

hias.publications@hants.gov.uk

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