

Week	Objectives	Small Learning Steps
1	<p><b>Place Value</b></p> <p><i>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks – <b>this could be done through topic rather than maths</b></i></p> <p>Rounding (Y4) need to support calculation x and division by 10,100 to support conversion of measure Read negative numbers on a number line in the context of temperature</p>	<ul style="list-style-type: none"> <li>• <b>Introduce Roman Numerals I, X, L,C,D,M , read and write numbers in both our number system and Roman Numerals</b></li> <li>• <b>Read the time on hour on a Roman Numeral clock</b></li> <li>• <b>Write dates in Roman Numerals focus on years</b></li> <li>• Revise x and dividing by 10, and 100 (starter)</li> <li>• Positioning numbers on a number line where not all number present</li> <li>• Round numbers to nearest 10 using number line – start with 2 digits then extend to 3</li> <li>• Numbers that when rounded to 10, round to the same number e.g. 699 to nearest 10 or 100 is 700.</li> <li>• Counting forwards and backwards in negative numbers and positioning them on number lines</li> <li>• Solve problem for negative numbers in context</li> </ul>
2	<p><b>Addition and subtraction linked to perimeter</b></p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Measure the perimeter of simple 2-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Revise addition of 2- and 3-digit numbers including making an estimate first</li> <li>• Revise use of inverse operations for checking</li> <li>• Finding perimeter of rectangles where all sides given in cm or mm or m</li> <li>• Finding perimeter of rectangles when 2 or 3 measurements given</li> <li>• Finding perimeter of range of polygons where all/some measures given</li> <li>• Draw rectangles with a set perimeter.</li> <li>• Explore perimeter with mixed measure – revise x 10,100 and division by 10,100</li> </ul>
3	<p><b>Multiplication linked to area</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Recall 6 and 9 x tables (Y4)</li> <li>• 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.</li> </ul> <p>Note: Area is not in y3 curriculum, but it is a good link to make for pupils as are factors.</p>	<ul style="list-style-type: none"> <li>• Revise counting in multiples and what is the next multiple and why</li> <li>• Scaling up x 3 to x 30, x300 for above</li> <li>• Link between 3,6 times tables through problem solving</li> <li>• Revise /Make arrays to show multiplication facts such as 6 x 3, check understanding of array, link to factors</li> <li>• Use array to count the pegs/counters to calculate area</li> <li>• Explore all the arrays you can make for a set area e.g. 24 – link to factors</li> <li>• Empty box problems with the above</li> </ul>
4/5	<p><b>Division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• Division for 6 and 9 x tables (Y4)</li> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Division facts using arrays or known facts</li> <li>• Link division by 3 as thirds etc e.g. <math>30 \div 3 = 1/3</math> of 30</li> <li>• Division of a 2-digit number by 1 digit with a remainder using 2,5 x tables</li> <li>• Division of a 2-digit number by 1 digit with a remainder using 3,4,6,8 x tables</li> <li>• Estimation and checking</li> <li>• Use inverse operations to check answers to a calculation</li> <li>• Problem solving with mixed measures for division problems</li> </ul> <p>Note: make clear the link between fractions and division</p>

5/6	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Problem solve with equivalent fractions</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> </ul>	<ul style="list-style-type: none"> <li>• Revise ordering of unit fractions and non unit fractions with the same denominator including on a number line</li> <li>• Sequences of equivalent fractions linked to multiplication and division facts</li> <li>• Diagrams of equivalent fractions</li> <li>• Comparing and ordering equivalent fractions</li> <li>• Problem solving with equivalent fractions</li> <li>• Find unit fraction and apply to non-unit fractions linked ed division work e.g. if I know <math>1/7</math> of 14 then <math>2/7 =</math></li> </ul>
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