

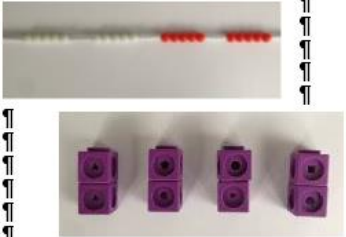
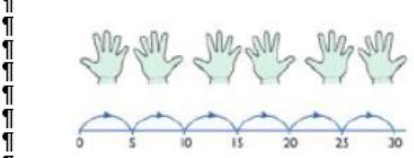
Year 3 Maths Long Term Planning

Week	Topic	Objectives	Vocabulary	Things to revisit
1,2,3	Number – Place Value	Know that 10 tens are equivalent to 100 and that 100 is 10 times the size of 10. Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas	compare, continue, forward(s), greater than (>), less than (<), biggest, smallest, digit, hundreds, tens, ones, partition, zero, represents, RUCSAC	
4,5,6	Number – Addition and Subtraction	Calculate number bonds to 100 Find 10 or 100 more or less than a given number Add and subtract numbers mentally, including: a 3-digit no and 1s, a 3-digit no and 10s and a 3-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction (addition with regrouping, subtraction without) Solve problems, including missing number problems, using number facts, place value	answer, calculate, calculation, equals (=), estimate, explain, inverse, method, column addition, column subtraction, operation, partition, problem, solution, add, addition, plus, sum, total, difference, minus, subtract, subtraction, RUCSAC	

Addition			Subtraction			
	Concrete Year 2, Year 3 & Year 4	Pictorial Year 4 (4 Digit numbers)		Concrete Year 2, Year 3 & Year 4	Pictorial Year 2, Year 3 & Year 4	Abstract Year 4, 5 and 6 – With decimals.
Column method – regrouping	<p>Make both numbers on a place value grid.</p> <p>Add up the units and exchange 10 ones for one 10.</p> <p>Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added.</p> <p>This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100.</p> <p>As children move on to decimals, money and decimal place value counters can be used to support learning.</p>	<p>Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.</p>	<p>Clearly show the exchange below the addition.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \end{array}$ <p>As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.</p> $\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \end{array}$	<p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>Make the larger number with the place value counters</p> <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.</p> <p>Now I can subtract my ones.</p> <p>Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.</p> <p>Now I can take away eight tens and complete my subtraction</p> <p>Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount.</p>	<p>Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.</p> <p>When confident, children can find their own way to record the exchange/regrouping.</p> <p>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p>	<p>Children are to use the compact method</p> <p>This will lead to an understanding of subtracting any number including decimals.</p>
7	Consolidation	See Things to revisit				

Year 4 Main Maths Long Term Planning

Week	Topic	Objectives	Vocabulary	Things to revisit
8,9,10	Number – 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 Add and subtract fractions with the same denominator within one whole Solve problems that involve all of the above	fraction, numerator, denominator, divide, multiply, half, third, quarter, fifth, sixth, seventh, eighth, ninth, tenth, whole, equivalent, equal parts, share, group, whole, common denominator, addition, subtraction, less than 1, less than a whole, RUCSAC	
11-12	Number – Multiples	Count from 0 in multiples of 3, 50 and 100 Introduce counting in 4's. Recall and use multiplication and division facts for the 3 and 4 multiplication tables	back, backwards, forward, forwards, continue, multiple of, multiples, multiplication, division, sequence, difference	

	Concrete Year 1 & Year 2	Pictorial Year 1, Year 2, Year 3 & Year 4	Abstract All year groups
Counting in multiples	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in counting in multiples.</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>

13	Assessments		
14	Consolidation	See Things to revisit and QLA	