

Year 3 and Year 4 medium-term plan

Term 1			
Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and Year 4 sub-objectives)
Number and place value	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognize the place value of each digit in a 3-digit number (hundreds, tens, ones). Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. 	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. Find <i>1000</i> more or less than a given number. Recognize the place value of each digit in a <i>4-digit number</i> (<i>thousands</i>, hundreds, tens and ones). Identify and represent numbers using different representations. <i>Round any number to the nearest 10, 100 or 1000.</i> 	<p>Week 4</p> <p>Year 3 Term 1 Unit 1 Week 1: Reading and writing 3-digit numbers</p> <p>Year 4 Term 1 Unit 1 Week 2: Read, write and compare numbers up to 10 000</p> <ul style="list-style-type: none"> Identify and represent numbers using different representations. Recognize the place value of each digit in a 3-digit number (hundreds, tens, ones). Recognize the place value of each digit in a <i>4-digit number</i> (<i>thousands</i>, hundreds, tens and ones). Read and write numbers up to 1000 in numerals and in words. <i>Order and compare numbers beyond 1000.</i>
			<p>Week 5</p> <p>Year 3 Term 1 Unit 1 Week 2: Counting in sequences</p> <p>Year 4 Term 1 Unit 1 Week 1: Represent and round numbers up to 10 000</p> <ul style="list-style-type: none"> Identify and represent numbers using different representations. Recognize the place value of each digit in a 3-digit number (hundreds, tens, ones). Find 10 or 100 (<i>1000</i>) more or less than a given number. Count from 0 in multiples of 50 and 100. <i>Count in multiples of 25 and 1000.</i> <i>Round any number to the nearest 1000.</i> <i>Round any number to the nearest 100 or 10.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and Year 4 sub-objectives)
Addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ◦ a 3-digit number and ones ◦ a 3-digit number and tens ◦ a 3-digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> • Add and subtract numbers <i>with up to four digits using the formal written methods of columnar addition and subtraction where appropriate.</i> • <i>Estimate and use inverse operations to check answers to a calculation.</i> • Solve addition and subtractions <i>two-step problems in contexts, deciding which operations and methods to use and why.</i> 	<p><u>Week 6</u> Year 3 Term 1 Unit 2 Week 2: Strategies for adding and subtracting with 3-digit numbers Year 4 Term 1 Unit 2 Week 3: Reasoning and problem-solving with addition (3-digit numbers)</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ◦ a 3-digit number and ones ◦ a 3-digit number and tens ◦ a 3-digit number and hundreds. • Solve problems, including missing number problems, using number facts and place value. • Add numbers <i>with up to four digits using the formal written methods of columnar addition where appropriate.</i> • <i>Estimate answers to a calculation.</i> • <i>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</i>
			<p><u>Week 7</u> Year 3 Term 1 Unit 2 Week 4: Choosing effective methods for solving addition problems Year 4 Term 1 Unit 2 Week 4: Reasoning and problem-solving with addition and subtraction (3-digit numbers)</p> <ul style="list-style-type: none"> • Solve problems, including missing number problems, using number facts and place value. • Solve problems, including missing number problems, using more complex addition. • Add numbers with up to three digits, <i>using formal written methods of columnar addition.</i> • <i>Subtract numbers with up to four digits using the formal written methods of columnar subtraction where appropriate.</i> • <i>Estimate answers to a calculation.</i> • <i>Use inverse operations to check answers to a calculation.</i> • <i>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</i> • <i>Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and Year 4 sub-objectives)
Geometry: properties of shapes	<ul style="list-style-type: none"> • Draw 2D shapes and make 3D shapes using modelling materials; recognize 3D shapes in different orientations and describe them. • Recognize angles as a property of shape or a description of a turn. • Identify right angles, recognize 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. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> • <i>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</i> • <i>Identify lines of symmetry in 2D shapes presented in different orientations.</i> • <i>Complete a simple symmetric figure with respect to a specific line of symmetry.</i> 	<p><u>Week 8</u> Year 3 Term 1 Unit 3 Week 5: Comparing triangles and quadrilaterals Year 4 Term 1 Unit 3 Week 5: Making and comparing 2D shapes</p> <ul style="list-style-type: none"> • Draw 2D shapes. • Recognize angles as a property of shape. • <i>Compare and classify geometric shapes, including quadrilaterals, based on their properties and sizes.</i> • <i>Compare and classify geometric shapes, including triangles, based on their properties and sizes.</i>
			<p><u>Week 9</u> Year 3 Term 1 Unit 3 Week 6: Exploring angles as a measure of a turn Year 4 Term 1 Unit 3 Week 6: Making symmetrical shapes</p> <ul style="list-style-type: none"> • Recognize angles as a description of a turn. • Identify right angles, recognize 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. • Identify pairs of perpendicular and parallel lines. • <i>Identify lines of symmetry in 2D shapes presented in different orientations.</i> • <i>Complete a simple symmetric figure with respect to a specific line of symmetry.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and Year 4 sub-objectives)
Multiplication and division	<ul style="list-style-type: none"> 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 2-digit numbers times 1-digit numbers, using mental methods 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 n objects are connected to m objects. 	<ul style="list-style-type: none"> <i>Recall multiplication and division facts for the multiplication tables up to 12×12.</i> <i>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</i> <i>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</i> 	<p><u>Week 10</u> Year 3 Term 1 Unit 4 Week 7: Making connections between multiplication tables Year 3 Term 1 Unit 4 Week 7: Making connections between multiplication facts</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the [2, 5, 10] 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental methods. <i>Recall and use multiplication and division facts for the 3, 6, 9, 11, 12 and 7 multiplication tables.</i>
			<p><u>Week 11</u> Year 3 Term 1 Unit 4 Week 8: Problem solving in multiplicative contexts Year 4 Term 1 Unit 4 Week 8: Multiplying larger numbers</p> <ul style="list-style-type: none"> Solve positive integer scaling problems. Recall and use multiplication and division facts for the [2, 5, 10] 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental methods. <i>Multiply 2-digit numbers by a 1-digit number using formal written layout.</i> <i>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit.</i>

Strand	National Curriculum Year 1 objectives	National Curriculum Year 2 objectives	Content (Year 1 and Year 2 sub-objectives)
Fractions	<ul style="list-style-type: none"> • Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognize and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above. 	<ul style="list-style-type: none"> • <i>Count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</i> • <i>Recognize and write decimal equivalents of any number of tenths or hundredths.</i> • <i>Recognize and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</i> • <i>Round decimals with one decimal place to the nearest whole number.</i> • <i>Compare numbers with the same number of decimal places up to two decimal places.</i> • <i>Solve simple measure and money problems involving fractions and decimals to two decimal places.</i> 	<p><u>Week 12</u></p> <p>Year 3 Term 1 Unit 5 Week 9: A fraction represents a part of a whole</p> <p>Year 4 Term 1 Unit 5 Week 9: Decimals as numbers</p> <ul style="list-style-type: none"> • Recognize, find and write fractions of a discrete set of objects: unit fractions with small denominators. • Recognize, find and write fractions of a discrete set of objects: non-unit fractions with small denominators. • Solve problems that involve the above. • <i>Count up and down in hundredths.</i> • <i>Recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</i> • <i>Recognize and write decimal equivalents of any number of tenths or hundredths.</i> • <i>Recognize and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</i> • <i>Round decimals with one decimal place to the nearest whole number.</i> • <i>Compare numbers with the same number of decimal places up to two decimal places.</i> • <i>Solve simple measure and money problems involving fractions and decimals to two decimal places.</i>
			<p><u>Week 113</u></p> <p>Year 3 Term 1 Unit 5 Week 10: A fraction represents a number</p> <p>Year 4 Term 1 Unit 5 Week 10: Decimals in context</p> <ul style="list-style-type: none"> • Recognize and use fractions as numbers: unit fractions with small denominators. • Recognize and use fractions as numbers: non-unit fractions with small denominators. • Solve problems that involve the above. • <i>Solve simple measure and money problems involving fractions and decimals to two decimal places.</i> • <i>Compare numbers with the same number of decimal places up to two decimal places.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Number and place value	<ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • 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 words. • Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> • Count in multiples of 6, 7, 9, 25 and 1000. • <i>Count backwards through zero to include negative numbers.</i> • <i>Round any number to the nearest 10, 100 or 100.</i> • <i>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</i> 	<p>Week 14</p> <p>Year 3 Term 2 Unit 7 Week 1: Big, bigger, biggest ... small, smaller, smallest</p> <p>Year 4 Term 2 Unit 7 Week 1: Rounding and solving word problems with our counting skills</p> <ul style="list-style-type: none"> • Count from 0 (<i>any number</i>) in multiples of 4, 8 (6, 7, 9). • <i>Count backwards through zero to include negative numbers</i> • Identify and represent numbers using different representations. • Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and words. • Solve number problems and practical problems involving these ideas (<i>with increasingly large positive numbers</i>). • <i>Round any number to the nearest 10, 100 or 1000.</i>

Term 2			
Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Measurement	<ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml). • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. • Know the number of seconds in a minute and the number of days in each month, year and leap year. 	<ul style="list-style-type: none"> • Convert between different units of measure (e.g. kilometre to metre; millilitre to litre). • <i>Estimate, compare and calculate different measures. Including money in pounds and pence.</i> • <i>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</i> • <i>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</i> 	Week 1 Year 3 Term 1 Unit 6 Week 11: Measuring comparing and ordering lengths Year 4 Term 1 Unit 6 Week 11: Solving problems involving mixed measures <ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (m/cm/mm). • <i>Convert between different units of measure (e.g. kilometre to metre; millilitre to litre).</i> • <i>Estimate, compare and calculate different measures.</i>
			Week 2 Year 3 Term 1 Unit 6 Week 12: Analogue clock faces and units of time Year 4 Term 1 Unit 6 Week 12: Solving problems involving time <ul style="list-style-type: none"> • Tell and write the time from an analogue clock. • Estimate and read time with increasing accuracy to the nearest minute. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • <i>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</i> • <i>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ◦ a 3-digit number and ones ◦ a 3-digit number and tens ◦ a 3-digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar 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. 	<ul style="list-style-type: none"> • Add and subtract numbers <i>with up to four digits using the formal written methods of columnar addition where appropriate.</i> • Estimate and use inverse operations to check answers to calculations. • Solve addition and subtractions <i>two-step problems in contexts, deciding which operations and methods to use and why.</i> 	<p><u>Week 3</u> Year 3 Term 2 Unit 8 Week 2: Strategies for adding and subtracting with 3-digit numbers Year 4 Term 2 Unit 8 Week 2: Reasoning and problem solving with addition (4-digit numbers)</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ◦ a 3-digit number and ones ◦ a 3-digit number and tens ◦ a 3-digit number and hundreds. • Estimate the answer to a calculation (2-digit numbers) and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts and place value. • Solve problems, including missing number problems, using more complex subtraction. • <i>Add numbers with up to four digits using the formal written methods of columnar addition where appropriate.</i> • <i>Estimate answers to a calculation.</i> • <i>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</i>
			<p><u>Week 4</u> Year 3 Term 2 Unit 8 Week 3: Developing methods of calculation Year 4 Term 2 Unit 8 Week 3: Reasoning and problem solving with addition and subtraction (4-digit numbers)</p> <ul style="list-style-type: none"> • Subtract numbers with up to three digits, using formal written methods of columnar subtraction. • Solve problems, including missing number problems, using number facts and place value. • Solve problems, including missing number problems, using more complex subtraction. • Estimate the answer to a calculation (2-digit numbers) and use inverse operations to check answers. • Subtract numbers <i>with up to four digits using the formal written methods of columnar subtraction where appropriate.</i> • <i>Estimate answers to a calculation.</i> • <i>Use inverse operations to check answers to a calculation.</i> • <i>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</i> • <i>Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Geometry: properties of shapes	<ul style="list-style-type: none"> • Draw 2D shapes and make 3D shapes using modelling materials; recognize 3D shapes in different orientations and describe them. • Identify horizontal and vertical lines and pairs of perpendicular lines. 	<ul style="list-style-type: none"> • <i>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</i> • <i>Identify lines of symmetry in 2D shapes presented in different orientations.</i> • <i>Complete a simple symmetric figure with respect to a specific line of symmetry.</i> 	<p>Week 5</p> <p>Year 3 Term 2 Unit 9 Week 4: Making 3D shapes</p> <p>Year 4 Term 1 Unit 3 Week 5 (recap): Making and comparing 2D shapes</p> <p>Year 4 Term 1 Unit 3 Week 6 (recap): Making symmetrical shapes</p> <ul style="list-style-type: none"> • Make 3D shapes using modelling materials; recognize 3D shapes in different orientations and describe them. • Identify horizontal and vertical lines. • <i>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</i> • <i>Identify lines of symmetry in 2D shapes presented in different orientations.</i> • <i>Complete a simple symmetric figure with respect to a specific line of symmetry.</i>
Measurement	<ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (m/cm/mm). 	<ul style="list-style-type: none"> • <i>Convert between different units of measure (e.g. kilometre to metre; hour to minute).</i> • <i>Convert hours to minutes and vice versa.</i> • <i>Estimate, compare and calculate different measures including money in pounds and pence.</i> • <i>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</i> • <i>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</i> 	<p>Week 6</p> <p>Year 3 Term 1 Unit 6 Week 11: Measuring, comparing and ordering lengths</p> <p>Year 4 Term 3 Unit 15 Week 2: Converting between units of measurement and solving problems</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (m/cm/mm). • <i>Convert between different units of measure (e.g. kilometre to metre; millilitre to litre).</i> • <i>Convert hours to minutes and vice versa.</i> • <i>Estimate, compare and calculate different measures.</i> • <i>Estimate, compare and calculate money in pounds and pence.</i> • <i>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</i> • <i>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
<p>Multiplication and division</p>	<ul style="list-style-type: none"> 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 2-digit numbers times 1-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 n objects are connected to m objects. 	<ul style="list-style-type: none"> 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. Recognize and use factor pairs in mental calculations. Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<p>Week 7</p> <p>Year 3 Term 2 Unit 11 Week 6: Multiplication and division facts</p> <p>Year 4 Term 2 Unit 11 Week 6: Developing multiplication strategies</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 4, 8, 10 and 5 multiplication tables. Recall and use multiplication and division facts for the 2 to 12 multiplication tables. 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. Recognize and use factor pairs in mental calculations.
			<p>Week 8</p> <p>Year 3 Term 2 Unit 11 Week 7: Multiplication and division methods</p> <p>Year 4 Term 2 Unit 11 Week 7: Using the distributive law</p> <ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. Multiply 2-digit numbers by a 1-digit number using formal written layout. Multiply 3-digit numbers by a 1-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit.
<p>Fractions</p>	<ul style="list-style-type: none"> Recognize and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole, e.g. $\frac{3}{7} + \frac{1}{7} = \frac{4}{7}$. Compare and order unit fractions and fractions with the same denominators. 	<ul style="list-style-type: none"> Recognize and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator. 	<p>Week 9</p> <p>Year 3 Term 2 Unit 12 Week 8: Are these two fractions equal? If not, which is larger?</p> <p>Year 4 Term 2 Unit 12 Week 8: Are these fractions equal?</p> <ul style="list-style-type: none"> Recognize and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions. Compare and order fractions with the same denominators. Recognize and show, using diagrams, families of common equivalent fractions.
			<p>Week 10</p> <p>Year 3 Term 2 Unit 12 Week 9: Adding and subtracting fractions with the same denominator (within one whole)</p> <p>Year 4 Term 2 Unit 12 Week 9: Adding and subtracting fractions with the same denominator (within and beyond one whole)</p> <ul style="list-style-type: none"> Add fractions with the same denominator within one whole, e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$. Subtract fractions with the same denominator within one whole, e.g. $\frac{3}{7} - \frac{1}{7} = \frac{2}{7}$. Add fractions with the same denominator. Subtract fractions with the same denominator.

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Statistics	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions, e.g. <i>How many more?</i> and <i>How many fewer?</i> using information presented in scaled bar charts and pictograms and tables. 	<ul style="list-style-type: none"> Interpret and present <i>discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</i> Solve <i>comparison, sum and difference</i> problems using information presented in bar charts, pictograms, tables and other graphs. 	<p>Week 11</p> <p>Year 3 Term 2 Unit 13 Week 10: Collecting, representing and summarizing data</p> <p>Year 4 Term 2 Unit 13 Week 10: Representing and summarizing data collected over time</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions, e.g. <i>How many more?</i> and <i>How many fewer?</i> using information presented in scaled bar charts and pictograms and tables. Interpret and present <i>discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</i> Solve <i>comparison, sum and difference</i> problems using information presented in bar charts, pictograms and tables.
Measurement	<ul style="list-style-type: none"> 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 and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Compare durations of events (e.g. to calculate the time taken by particular events or tasks). 	<p>Y4 Consolidation week</p> <p>This time could be used:</p> <ul style="list-style-type: none"> to revisit telling the time and the time of day and learn alongside Year 3 classmates. to consolidate and recap Year 4 Term 1/Term 2 work to revisit and practise multiplication tables in preparation for the Year 4 MCT. 	<p>Week 12</p> <p>Year 3 Term 3 Unit 18 Week 5: Telling the time and the time of day</p> <p>Year 4: Consolidation week</p> <ul style="list-style-type: none"> 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 and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Compare durations of events (e.g. to calculate the time taken by particular events or tasks).
Geometry: position and direction	<p>Year 3 Consolidation week</p> <p>This time could be used:</p> <ul style="list-style-type: none"> to consolidate and recap Year 3 Term 1/Term 2 work to pre-teach forthcoming key Year 3 Term 3 concepts. 	<ul style="list-style-type: none"> <i>Describe positions on a 2D grid as coordinates in the first.</i> <i>Describe movements between positions as translations of a given unit to the left/right and up/down.</i> 	<p>Week 13</p> <p>Year 3: Consolidation week</p> <p>Year 4 Term 2 Unit 9 Week 4: Positions and translations on coordinate grids of labelled squares</p> <ul style="list-style-type: none"> <i>Describe positions on a 2D grid as coordinates in the first quadrant (on coordinate grids with the spaces between the grid lines labelled).</i> <i>Describe movements between positions as translations of a given unit to the left/right and up/down (on coordinate grids with the spaces between the grid lines labelled).</i>

Term 3			
Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Number and place value	<ul style="list-style-type: none"> Count from 0 in multiples of 4 8, 50 and 100; find 10 or 100 more or less than a given number. Recognize the place value of each digit in a 3-digit number (hundreds, tens ones). Read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> <i>Order and compare numbers beyond 1000.</i> <i>Identify, represent and estimate numbers using different representations.</i> <i>Solve number and practical problems that involve ordering and comparing, and with increasingly large positive numbers.</i> 	<p><u>Week 1</u></p> <p>Year 3 Term 3 Unit 14 Week 1: Solving number problems using our counting skills</p> <p>Year 4 Term 3 Unit 14 Week 1: Comparing and ordering</p> <ul style="list-style-type: none"> Find 10 more or less than a given number. Count from 0 in multiples of 50 and 100. Count from 0 in multiples of 4 and 8. Recognize the place value of each digit in a 3-digit number (hundreds, tens, ones). Read and write numbers up to 1000 in numerals and words. Solve number problems and practical problems involving these ideas. <i>Order and compare numbers beyond 1000.</i> <i>Identify, represent and estimate numbers using different representations.</i> <i>Solve number and practical problems that involve ordering and comparing, and with increasingly large positive numbers.</i>
Measurement	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm). Measure the perimeter of simple 2D shapes. 	<ul style="list-style-type: none"> <i>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</i> <i>Find the area of rectilinear shapes by counting squares.</i> 	<p><u>Week 2</u></p> <p>Year 3 Term 3 Unit 15 Week 2: Measuring perimeter</p> <p>Year 4 Term 2 Unit 10 Week 5: Area and perimeter of rectangles and rectilinear shapes</p> <ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2D shapes. <i>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</i> <i>Find the area of rectilinear shapes by counting squares.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Addition and subtraction	<ul style="list-style-type: none"> • Add 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 subtractions. 	<ul style="list-style-type: none"> • Add and subtract numbers with up to four digits using the formal written methods of columnar addition where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Use inverse operations to check answers to a calculation. • Solve addition and subtraction <i>two-step</i> problems in contexts, <i>deciding which operations and methods to use and why</i>. 	<p><u>Week 3</u> Year 3 Term 3 Unit 16 Week 3: Adding and subtracting larger numbers Year 4 Term 3 Unit 16 Week 3: Reasoning and problem solving with addition and subtraction</p> <ul style="list-style-type: none"> • Add numbers with up to three (<i>four</i>) digits, using formal written methods of columnar addition (where appropriate). • Subtract numbers with up to three (<i>four</i>) digits, using formal written methods of columnar subtraction (<i>where appropriate</i>). • <i>Estimate the answer to a calculation</i> (3-digit numbers) and <i>use inverse operations to check answers</i>. • Solve problems, including missing number problems, using more complex addition. • Solve problems, including missing number problems, using more complex subtraction. • <i>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</i> • <i>Solve subtraction two-step problems in contexts, deciding which operations and methods to use and why.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Multiplication and division	<ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-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 n objects are connected to m objects. 	<ul style="list-style-type: none"> <i>Recognize and use factor pairs in mental calculations.</i> <i>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</i> 	<p><u>Week 4</u> Year 3 Term 3 Unit 17 Week 4: Reasoning in multiplication and division contexts Year 4 Term 3 Unit 17 Week 4: Factors and commutativity</p> <ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. <i>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit.</i> <i>Recognize and use factor pairs in mental calculations.</i> <i>Recognize and use commutativity in mental calculations.</i>
			<p><u>Week 5</u> Year 3 Term 3 Unit 20 Week 8: Further reasoning in multiplication and division contexts Year 4 Term 3 Unit 17 Week 4: Factors and commutativity (continued). Year 4 could alternatively use this week to consolidate times tables and practice for Year 4 MTC</p> <ul style="list-style-type: none"> 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. <i>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit.</i> <i>Recognize and use factor pairs in mental calculations.</i> <i>Recognize and use the inverse relationship between addition and subtraction and use this to check calculations.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Geometry: properties of shapes	<ul style="list-style-type: none"> Recognize angles as a property of shape or a description of a turn. Identify right angles, recognize 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. Identify pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size. 	<p>Week 6</p> <p>Year 3 Term 1 Unit 3 Week 6: Exploring Angles as a measure of turn (recap)</p> <p>Year 4 Term 3 Unit 18 Week 5: Identifying, ordering and comparing angles</p> <ul style="list-style-type: none"> Recognize angles as a description of a turn. Identify right angles, recognize 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. Identify pairs of perpendicular and parallel lines. Identify acute and obtuse angles. Compare and order angles up to two right angles by size.
Statistics	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions, e.g. <i>How many more?</i> and <i>How many fewer?</i> using information presented in scaled bar charts and pictograms and tables. 	<ul style="list-style-type: none"> 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. 	<p>Week 7</p> <p>Year 3 Term 3 Unit 21 Week 9: Representing, interpreting and responding to data</p> <p>Year 4 Term 3 Unit 19 Week 6: Collecting, representing and summarizing data</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions, e.g. <i>How many more?</i> and <i>How many fewer?</i> using information presented in scaled bar charts and pictograms and tables. 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 and tables. Solve comparison, sum and difference problems using information presented in other graphs.
Geometry: position and direction	<p>Year 3 Consolidation week</p> <p>This time could be used:</p> <ul style="list-style-type: none"> to consolidate and recap Year 3 key concepts. to pre-teach forthcoming Year 3 fractions concepts. 	<ul style="list-style-type: none"> Describe positions on a 2D grid as coordinates in the first. Describe movements between positions as translations of a given unit to the left/right and up/down (on coordinate grids with the grid lines labelled). Plot specified points and draw sides to complete a given polygon (on coordinate grids with the grid lines labelled). 	<p>Week 8</p> <p>Year 3 Consolidation week or fractions pre-teach</p> <p>Year 4 Term 3 Unit 20 Week 7: Using coordinate grids</p> <ul style="list-style-type: none"> Describe positions on a 2D grid as coordinates in the first quadrant (on coordinate grids with the grid lines labelled). Describe movements between positions as translations of a given unit to the left/right and up/down (on coordinate grids with the grid lines labelled). Plot specified points and draw sides to complete a given polygon (on coordinate grids with the grid lines labelled).

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Fractions	<ul style="list-style-type: none"> Count up and down in tenths; recognize that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10. Recognize and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$). Compare and order fractions with the same denominator. Solve problems that involve all of the above. 	<ul style="list-style-type: none"> <i>Solve problems involving increasingly harder fractions to calculate quantities, including non-unit fractions where the answer is a whole number.</i> <i>Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones and tenths.</i> 	<p>Week 9 Year 3 Term 3 Unit 19 Week 6: 10 equal parts Year 4 Term 3 Unit 21 Week 8: Calculating fractional amounts of a whole</p> <ul style="list-style-type: none"> Count up and down in tenths. Recognize that tenths arise from dividing an object into 10 equal parts. Recognize that tenths arise from dividing 1-digit numbers or quantities by 10. Add and subtract fractions with the same denominator within one whole. <i>Solve problems involving increasingly harder fractions to calculate quantities.</i> <i>Solve problems involving fractions to divide quantities, including non-unit fractions where the answer is a whole number.</i>
			<p>Week 10 Year 3 Term 3 Unit 19 Week 7: Comparing and ordering fractions Year 4 Term 3 Unit 21 Week 9: Decimals and dividing by 10 or 100</p> <ul style="list-style-type: none"> Recognize and show, using diagrams, equivalent fractions with small denominators (one of which is 10). Compare and order fractions with the same denominator (10). Solve problems that involve all of the above. <i>Find the effect of dividing a 1- or 2-digit number by 10, identifying the value of the digits in the answer as ones and tenths.</i> <i>Find the effect of dividing a 1- or 2-digit number by 100, identifying the value of the digits in the answer as tenths and hundredths.</i>

Strand	National Curriculum Year 3 objectives	National Curriculum Year 4 objectives	Content (Year 3 and 4 sub-objectives)
Problem solving	<ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 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. Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<ul style="list-style-type: none"> Solve addition and subtraction <i>two-step problems in contexts, deciding which operations and methods to use and why.</i> Solve problems involving multiplying and adding, <i>including using the distributive law to multiply 2-digit numbers by one digit, integer scaling problems and harder correspondence problems, such as n objects are connected to m objects.</i> 	<p><u>Week 11</u></p> <p>Year 3 Term 3 Unit 22 Week 10: Solving problems involving number and measure</p> <p>Year 4 Term 3 Unit 22 Week 10: Problem solving in contexts</p> <ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts and place value. 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. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Solve addition <i>two-step problems in contexts, deciding which operations and methods to use and why.</i> Solve subtraction <i>two-step problems in contexts, deciding which operations and methods to use and why.</i> Solve problems involving multiplying and adding, <i>including using the distributive law to multiply 2-digit numbers by one digit.</i> Solve <i>integer scaling problems and harder correspondence problems, such as n objects are connected to m objects.</i>
Consolidation			<u>Week 12</u>