Year 3/4 AUTUMN – PLACE VALUE

Year 3 National Curriculum Objectives

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- 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 in words
- solve number problems and practical problems involving these ideas

Year 4 National Curriculum Objectives

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Year 3 Small Steps

Step 1 Represent numbers to 100
Step 2 Partition numbers to 100
Step 3 Number line to 100
Step 4 Hundreds
Step 5 Represent numbers to 1,000
Step 6 Partition numbers to 1,000
Step 7 Flexible partitioning of numbers to 1,000
Step 8 Hundreds, tens and ones
Step 9 Find 1, 10 or 100 more or less
Step 10 Number line to 1,000
Step 11 Estimate on a number line to 1,000
Step 12 Compare numbers to 1,000
Step 13 Order numbers to 1,000
Step 14 Count in 50s

Year 4 Small Steps

Step 1 Represent numbers to 1,000
Step 2 Partition numbers to 1,000
Step 3 Number line to 1,000
Step 4 Thousands
Step 5 Represent numbers to 10,000
Step 6 Partition numbers to 10,000
Step 7 Flexible partitioning of numbers to 10,000
Step 8 Find 1, 10, 100, 1,000 more or less
Step 9 Number line to 10,000
Step 10 Estimate on a number line to 10,000
Step 11 Compare numbers to 10,000
Step 12 Order numbers to 10,000
Step 13 Roman numerals
Step 14 Round to the nearest 10
Step 15 Round to the nearest 100
Step 16 Round to the nearest 1,000
Step 17 Round to the nearest 10, 100 or 1,000

Domain Links

- Measures – practical length/ weight/ capacity
- Ordering & comparing < > =

Practise & Consolidate

- Fractions

Key Skills

- Counting on & back from different starting points. Highlight crossing the tens boundaries (particularly backwards)
- Counting in 10s & 100s from any given number forwards & backwards
- Representing numbers to 1000
- Compare & order numbers to 1000
- Use < > = to compare numbers
- Estimation of number position on a number line
- Partitioning into hundreds, tens & ones; including in different ways

Vocabulary

- Partition
- Flexible partitioning
- Compare/order
- Estimate
- Roman numerals
- Round
- Tens of thousands/thousands/hundreds/tens/ones

Year 3/4 AUTUMN – ADDITION & SUBTRACTION

Year 3 National Curriculum Objectives

- 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 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 subtraction

Year 4 National Curriculum Objectives

- add and subtract numbers with 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.

Year 3 Small Steps

Step 1 Apply number bonds within 10
Step 2 Add and subtract 1s
Step 3 Add and subtract 10s
Step 4 Add and subtract 100s
Step 5 Spot the pattern
Step 6 Add 1s across a 10
Step 7 Add 10s across a 100
Step 8 Subtract 1s across a 10
Step 9 Subtract 10s across a 100
Step 10 Make connections
Step 11 Add two numbers (no exchange)
Step 12 Subtract two numbers (no exchange)
Step 13 Add two numbers (across a 10)
Step 14 Add two numbers (across a 100)
Step 15 Subtract two numbers (across a 10)
Step 16 Subtract two numbers (across a 100)
Step 17 Add 2-digit and 3-digit numbers
Step 18 Subtract a 2-digit number from a 3-digit number
Step 19 Complements to 100
Step 20 Estimate answers
Step 21 Inverse operations
Step 22 Make decisions

Year 4 Small Steps

Step 1 Add and subtract 1s, 10s, 100s and 1,000s
Step 2 Add up to two 4-digit numbers - no exchange
Step 3 Add two 4-digit numbers - one exchange
Step 4 Add two 4-digit numbers - more than one exchange
Step 5 Subtract two 4-digit numbers - no exchange
Step 6 Subtract two 4-digit numbers - one exchange
Step 7 Subtract two 4-digit numbers - more than one exchange
Step 8 Efficient subtraction
Step 9 Estimate answers
Step 10 Checking strategies

Domain Links

- Measures
- Money – finding totals, calculating change

Practise & Consolidate

- Time

Key Skills

- Number bonds to 10 & 20
- Related facts using number bonds (use bar model)
- Place value – tens/ hundreds
- Counting forwards & backwards in 1s/ 10s/ 100s
- Adding & subtracting 1/ 10/ 100 to a 2 digit number

Vocabulary

- Numberbonds
- Add/plus/more
- Subtract/minus/less
- Exchange
- Estimate

Year 3/4 AUTUMN – MULTIPLICATION & DIVISION A

Year 3 National Curriculum Objectives

- 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 two-digit numbers times one-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

Year 4 National Curriculum Objectives

- 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
- 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 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.

Year 3 Small Steps

Step 1 Multiplication – equal groups

Step 2 Use arrays

Step 3 Multiples of 2

Step 4 Multiples of 5 and 10

Step 5 Sharing and grouping

Step 6 Multiply by 3

Step 7 Divide by 3

Step 8 The 3 times-table

Step 9 Multiply by 4

Step 10 Divide by 4

Step 11 The 4 times-table

Step 12 Multiply by 8

Step 13 Divide by 8

Step 14 The 8 times-table

Step 15 The 2, 4 and 8 times-tables

Year 4 Small Steps

Step 1 Multiples of 3

Step 2 Multiply and divide by 6

Step 3 6 times-table and division facts

Step 4 Multiply and divide by 9

Step 5 9 times-table and division facts

Step 6 The 3, 6 and 9 times-tables

Step 7 Multiply and divide by 7

Step 8 7 times-table and division facts

Step 9 11 times-table and division facts

Step 10 12 times-table and division facts

Step 11 Multiply by 1 and 0

Step 12 Divide a number by 1 and itself

Step 13 Multiply three numbers

Domain Links

- Measures incl. converting
- Money – finding totals, calculating change

Practise & Consolidate

- Know 2,5,10, 3,4,8 times tables & related division facts

Key Skills

- Know 2s, 5s, 10s times tables & the inverse
- Count in steps of 3
- Doubles & halves
- Repeated addition & subtraction
- Counting in 10s, 100s and 1000s

Vocabulary

- Multiply/divide
- Arrays
- Multiples
- Sharing/grouping

Year 3/4 AUTUMN (SPRING 2023) – FRACTIONS

Year 3 National Curriculum Objectives

- 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
- solve problems that involve all of the above

Year 4 National Curriculum Objectives

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- 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
- add and subtract fractions with the same denominator
- solve simple measure and money problems involving fractions and decimals to two decimal places

Year 3 Small Steps

Step 1 Understand the denominators of unit fractions

Step 2 Compare and order unit fractions

Step 3 Understand the numerators of non-unit fractions

Step 4 Understand the whole

Step 5 Compare and order non-unit fractions

Step 6 Fractions and scales

Step 7 Fractions on a number line

Step 8 Count in fractions on a number line

Step 9 Equivalent fractions on a number line

Step 10 Equivalent fractions as bar models

Year 4 Small Steps

Step 1 Understand the whole

Step 2 Count beyond 1

Step 3 Partition a mixed number

Step 4 Number lines with mixed numbers

Step 5 Compare and order mixed numbers

Step 6 Understand improper fractions

Step 7 Convert mixed numbers to improper fractions

Step 8 Convert improper fractions to mixed numbers

Step 9 Equivalent fractions on a number line

Step 10 Equivalent fraction families

Step 11 Add two or more fractions

Step 12 Add fractions and mixed numbers

Step 13 Subtract two fractions

Step 14 Subtract from whole amounts

Step 15 Subtract from mixed numbers

Domain Links

Measures – ¾ of kg
Mixed units e.g. 1 ½ litres
Multiplication & division

Practise & Consolidate

- Place value
- identify & represent numbers using different representations, including the number line, bar model, fraction wall
- Know all times tables & related division facts (Y3 up to 8 x 8) (Y4 up to 12x12)

Key Skills

- Know ½, ¼, 1/3, ¾
- Counting in fractions
- Identify equivalent fractions (1/2, ¼, etc)
- Fractions as a whole and part of a whole
- Number bonds to 10 / 20
- Finding fractions of an amount (1 unit) – use bar model

Vocabulary

- Fraction
- Unit / non-unit fraction
- Whole
- Equal parts
- Equivalent fractions
- Proper / improper fractions/mixed number
- Numerator / denominator
- Compare & order
- Partition

Year 3/4 SPRING – (SUMMER 2024) LENGTH & PERIMETER (& AREA)

Year 3 National Curriculum Objectives

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes

Year 4 National Curriculum Objectives

- Convert between different units of measure (e.g. kilometre to metre; hour to minute)
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- 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.
- find the area of rectilinear shapes by counting squares

Year 3 Small Steps

Step 1 Measure in metres and centimetres

Step 2 Measure in millimetres

Step 3 Measure in centimetres and millimetres

Step 4 Metres, centimetres and millimetres

Step 5 Equivalent lengths (metres and centimetres)

Step 6 Equivalent lengths (centimetres and millimetres)

Step 7 Compare lengths

Step 8 Add lengths

Step 9 Subtract lengths

Step 10 What is perimeter?

Step 11 Measure perimeter

Step 12 Calculate perimeter

Year 4 Small Steps

Step 1 Measure in kilometres and metres

Step 2 Equivalent lengths (kilometres and metres)

Step 3 Perimeter on a grid

Step 4 Perimeter of a rectangle

Step 5 Perimeter of rectilinear shapes

Step 6 Find missing lengths in rectilinear shapes

Step 7 Calculate the perimeter of rectilinear shapes

Step 8 Perimeter of regular polygons

Step 9 Perimeter of polygons

Step 1 What is area?

Step 2 Count squares

Step 3 Make shapes

Step 4 Compare areas

Domain Links

- Fractions – multiply and divide by 10 (& 100)
- Addition & subtraction problems
- Multiplication & division problems
- 2D shape properties

Practise & Consolidate

- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- adding & subtracting mentally

Key Skills

- Counting in 1000s
- Ruler skills
- Centimetres
- Place value – partitioning
- Place Value – comparing & ordering
- Doubles & halving

Vocabulary

- m/cm/mm, g/kg, ml/l
- 2D shape
- Measure
- Compare
- Add/subtract
- Convert
- Perimeter
- Area
- Rectilinear

Year 3/4 SPRING – MULTIPLICATION & DIVISION B (Y3)

Year 3 National Curriculum Objectives

- 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 two-digit numbers times one-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

Year 4 National Curriculum Objectives

- 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
- 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 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

Year 3 Small Steps

Step 1 Multiples of 10
Step 2 Related calculations
Step 3 Reasoning about multiplication
Step 4 Multiply a 2-digit number by a 1-digit number - no exchange
Step 5 Multiply a 2-digit number by a 1-digit number - with exchange
Step 6 Link multiplication and division
Step 7 Divide a 2-digit number by a 1-digit number - no exchange
Step 8 Divide a 2-digit number by a 1-digit number - flexible partitioning
Step 9 Divide a 2-digit number by a 1-digit number - with remainders
Step 10 Scaling
Step 11 How many ways?

Year 4 Small Steps

Step 1 Factor pairs
Step 2 Use factor pairs
Step 3 Multiply by 10
Step 4 Multiply by 100
Step 5 Divide by 10
Step 6 Divide by 100
Step 7 Related facts — multiplication and division
Step 8 Informal written methods for multiplication
Step 9 Multiply a 2-digit number by a 1-digit number
Step 10 Multiply a 3-digit number by a 1-digit number
Step 11 Divide a 2-digit number by a 1-digit number (1)
Step 12 Divide a 2-digit number by a 1-digit number (2)
Step 13 Divide a 3-digit number by a 1-digit number
Step 14 Correspondence problems
Step 15 Efficient multiplication

Domain Links

- Measure

Practise & Consolidate

- Partitioning 2 and 3-digit numbers
- Fractions
- Addition & Subtraction

Key Skills

- Describing arrays
- Know 2,5,10, 3,4,8 times tables & related division facts (Y3)
- Know 6,7,9 times tables & related division facts (Y4)
- Place Value – partition numbers into ten & ones in different ways (p14) e.g. 42 partition into 30 & 12 to divide by 3
- Multiplication is commutative

Vocabulary

- Related facts
- Commutative
- Factors
- Exchanging

Year 3/4 SPRING – FRACTIONS B (Y3)

<table>
<tr>
<td>Year 3 National Curriculum Objectives

recognise and show, using diagrams, equivalent fractions with small denominators
add and subtract fractions with the same denominator within one whole [for example,
57 + 71 = 76]
compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above

</td>
<td>Year 4 National Curriculum Objectives

</td>
</tr>
<tr>
<td>Year 3 Small Steps
Step 1 Add fractions
Step 2 Subtract fractions
Step 3 Partition the whole
Step 4 Unit fractions of a set of objects
Step 5 Non-unit fractions of a set of objects
Step 6 Reasoning with fractions of an amount</td>
<td>Year 4 Small Steps</td>
</tr>
<tr>
<td>Domain Links

Measures – ¾ of kg
Mixed units e.g. 1 ½ litres
Multiplication & division facts
Doubles and halves

</td>
<td>Practise & Consolidate

Place value
Identify & represent numbers using different representations, including the number line

</td>
</tr>
<tr>
<td>Key Skills

Know ½, ¼, 1/3, ¾
Number bonds to 10
Counting in fractions

</td>
<td>Vocabulary

Numerator
Denominator
Equivalent
Unit/non-unit fractions
Partition

</td>
</tr>
</table>

Year 3/4 SPRING – DECIMALS A & B (Y4)

<table>
<tr>
<td>Year 3 National Curriculum Objectives

</td>
<td>Year 4 National Curriculum Objectives

recognise and show, using diagrams, families of common equivalent fractions
count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
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 1/4; 1/2; 3/4
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
compare numbers with the same number of decimal places up to two decimal places
solve simple measure and money problems involving fractions and decimals to two decimal places.

</td>
</tr>
<tr>
<td>Year 3 Small Steps</td>
<td>Year 4 Small Steps
Step 1 Tenths as fractions
Step 2 Tenths as decimals
Step 3 Tenths on a place value chart
Step 4 Tenths on a number line
Step 5 Divide a 1-digit number by 10
Step 6 Divide a 2-digit number by 10
Step 7 Hundredths as fractions
Step 8 Hundredths as decimals
Step 9 Hundredths on a place value chart
Step 10 Divide a 1- or 2-digit number by 100
Step 1 Make a whole with tenths
Step 2 Make a whole with hundredths
Step 3 Partition decimals
Step 4 Flexibly partition decimals
Step 5 Compare decimals
Step 6 Order decimals
Step 7 Round to the nearest whole number
Step 8 Halves and quarters as decimals</td>
</tr>
<tr>
<td>Domain Links

Measure – converting units

</td>
<td>Practise & Consolidate

Representing numbers to 1000
Compare & order numbers to 1000
Use < > = to compare numbers
Estimation of number position on a number line
Round any number to the nearest 10, 100 or 1000

</td>
</tr>
<tr>
<td>Key Skills

Identify 1/10 & 1/100
Multiply by 10, 100
Divide by 10, 100
Tenths as a fraction & as a decimal

</td>
<td>Vocabulary

Fractions/ decimals
Tenths/hundredths
Whole number
Decimal place(s)
Round
Partition

</td>
</tr>
</table>

Year 3/4 SPRING – MASS & CAPACITY (Y3)

Year 3 National Curriculum Objectives

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Year 4 National Curriculum Objectives

-

Year 3 Small Steps

Step 1 Use scales

Step 2 Measure mass in grams

Step 3 Measure mass in kilograms and grams

Step 4 Equivalent masses (kilograms and grams)

Step 5 Compare mass

Step 6 Add and subtract mass

Step 7 Measure capacity and volume in millilitres

Step 8 Measure capacity and volume in litres and millilitres

Step 9 Equivalent capacities and volumes (litres and millilitres

Step 10 Compare capacity and volume

Step 11 Add and subtract capacity and volume

Year 4 Small Steps

Domain Links

- Place Value – compare & order weights kg/g & capacity l/ ml
- Addition & Subtraction
- Multiplication & Division

Practise & Consolidate

- Length & perimeter

Key Skills

- Count in 2s, 5s, 10s, 50s, 100s
- Estimating
- Addition & subtraction
- Place value: compare & order
- Fractions ¼, ½, ¾
- Number bonds to 100

Vocabulary

- m/cm/mm, kg/g, l/ml
- mass
- volume
- capacity
- length
- compare/order

Year 3/4 SUMMER – MONEY

Year 3 National Curriculum Objectives	Year 4 National Curriculum Objectives
• 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
Year 3 Small Steps Step 1 Pounds and pence Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change	**Year 4 Small Steps** Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money
Domain Links • Four operations – totals, change, difference • Place value	**Practise & Consolidate** • Fractions • Times tables and related division facts
Key Skills • Coin & notes recognition & understanding of the values • Different ways of making the same amount • Place value • Number bonds to 100 • How many 1ps = £1 • Counting in 2s, 5s, 10, & 50s • Addition & subtraction • Difference • Concept of change	**Vocabulary** • Pound/pence • £/p • Change • Convert • Decimal

Year 3/4 SUMMER – TIME

Year 3 National Curriculum Objectives

- 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
- 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].

Year 4 National Curriculum Objectives

- 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.

Year 3 Small Steps

Step 1 Roman numerals to 12

Step 2 Tell the time to 5 minutes

Step 3 Tell the time to the minute

Step 4 Read time on a digital clock

Step 5 Use a.m. and p.m.

Step 6 Years, months and days

Step 7 Days and hours

Step 8 Hours and minutes - use start and end times

Step 9 Hours and minutes - use durations

Step 10 Minutes and seconds

Step 11 Units of time

Step 12 Solve problems with time

Year 4 Small Steps

Step 1 Years, months, weeks and days

Step 2 Hours, minutes and seconds

Step 3 Convert between analogue and digital times

Step 4 Convert to the 24 hour clock

Step 5 Convert from the 24 hour clock

Domain Links

- Fractions
- Position & Direction

Practise & Consolidate

- Multiplication (grid method)
- Division
- Doubles & halves

Key Skills

- Read time: o'clock, ½ past, ¼ past & to
- Count in 5s
- Key time facts – hours, minutes, seconds, year, month, week, days
- Read analogue time
- Read digital time (12 hour) – am/pm
- Count in 6s (relate to 60 seconds/ 60 minutes)
- 6 times tables – multiplication & division facts (Y4)

Vocabulary

- Analogue/digital
- Roman numerals
- 12/24 hour clocks
- Hour/minute/second
- Hands
- a.m./p.m.
- Day/week/month/year
- Convert

Year 3/4 SUMMER – SHAPE

Year 3 National Curriculum Objectives

- 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 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

Year 4 National Curriculum Objectives

- 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
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

Year 3 Small Steps

Step 1 Turns and angles
Step 2 Right angles
Step 3 Compare angles
Step 4 Measure and draw accurately
Step 5 Horizontal and vertical
Step 6 Parallel and perpendicular
Step 7 Recognise and describe 2-D shapes
Step 8 Draw polygons
Step 9 Recognise and describe 3-D shapes
Step 10 Make 3-D shapes

Year 4 Small Steps

Step 1 Understand angles as turns
Step 2 Identify angles
Step 3 Compare and order angles
Step 4 Triangles
Step 5 Quadrilaterals
Step 6 Polygons
Step 7 Lines of symmetry
Step 8 Complete a symmetric figure

Domain Links

- Length – measuring side lengths
- Perimeter
- Area (Y4)

Practise & Consolidate

- Place value
- Multiplication & division related facts

Key Skills

- Shape names
- Properties
- Angles – acute, obtuse, right angle
- 2D shapes – names & properties,
- Parallel lines & perpendicular lines

Vocabulary

- 2D/3D
- Properties
- Angles – right/obtuse/acute
- Turns – quarter/half/three-quarter/whole
- Horizonal/vertical
- Perpendicular
- Parallel
- Quadrilaterals
- Symmetry

Year 3/4 SUMMER – STATISTICS

<table>
<tr>
<td>Year 3 National Curriculum Objectives

interpret and present data using bar charts, pictograms and tables
solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables

</td>
<td>Year 4 National Curriculum Objectives

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs
solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

</td>
</tr>
<tr>
<td>Year 3 Small Steps
Step 1 Interpret pictograms
Step 2 Draw pictograms
Step 3 Interpret bar charts
Step 4 Draw bar charts
Step 5 Collect and represent data
Step 6 Two-way tables
</td>
<td>Year 4 Small Steps
Step 1 Interpret charts
Step 2 Comparison, sum and difference
Step 3 Interpret line graphs
Step 4 Draw line graphs
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</tr>
<tr>
<td>Domain Links

Addition & subtraction (finding difference)
Measure (scales)

</td>
<td>Practise & Consolidate

Count in 3,4,8s
Multiplication & division related facts
Shape
Multiply & divide by 10, 100, 1000
Place value – whole numbers & decimals
Round any number to the nearest 10, 100 or 1000

</td>
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<tr>
<td>Key Skills

Count in 2s, 5s, 10s
Estimation (e.g. showing 7 on a scale in 5s)

</td>
<td>Vocabulary

Bar charts/pictograms/tables/line graphs
Interpret
Represent
Compare

</td>
</tr>
</table>

Year 3/4 SUMMER – POSITION & DIRECTION

<table>
<tr>
<td>Year 3 National Curriculum Objectives
●</td>
<td>Year 4 National Curriculum Objectives
● describe positions on a 2-D grid as coordinates in the first quadrant
● describe movements between positions as translations of a given unit to the left/right and up/down
● plot specified points and draw sides to complete a given polygon.</td>
</tr>
<tr>
<td>Year 3 Small Steps
Recap Y2 position & direction
Begin to understand coordinates</td>
<td>Year 4 Small Steps
Step 1 Describe position using coordinates
Step 2 Plot coordinates
Step 3 Draw 2-D shapes on a grid
Step 4 Translate on a grid
Step 5 Describe translation on a grid</td>
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<tr>
<td>Domain Links
• Shape
• Fractions</td>
<td>Practise & Consolidate
● Know all times tables & related division facts (up to 12x12)
● Number calculations</td>
</tr>
<tr>
<td>Key Skills
● Understanding coordinates
● Understanding quadrants
● Directional language</td>
<td>Vocabulary
• Coordinates
• Quadrants
• Translation</td>
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</table>