Year 3/4 yearly overview

Note: Shaded colours refer to the strand colours used in the textbooks.

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| **Year 3** | **Year 4** | **Number of lessons** |
| **Autumn term** | | **56** |
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| **Unit 1: Place value within 1,000**   * recognise the place value of each digit in a three-digit number (hundreds, tens, ones) * read and write numbers up to 1,000 in numerals and in words * identify, represent and estimate numbers using different representations * count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * solve number problems and practical problems involving these ideas | **Unit 1: Place value – 4-digit numbers (1)**   * recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) * identify, represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1,000 * count in multiples of 6, 7, 9, 25 and 1,000 * find 1,000 more or less than a given number * order and compare numbers beyond 1,000 | **12** |

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| **Unit 2: Addition and subtraction (1)**   * add and subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction * add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction * add and subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds | **Unit 2: Place value – 4-digit numbers (2)**   * find 1,000 more or less than a given number * order and compare numbers beyond 1000 * identify, represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1,000 * count in multiples of 6, 7, 9, 25 and 1,000 * solve number and practical problems that involve all of the above and with increasingly large positive numbers * count in multiples of 6, 7, 9, 25 and 1,000 * interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero * count backwards through zero to include negative numbers | **10** |

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| **Unit 3: Addition and subtraction (2)**   * add and subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction * estimate the answer to a calculation and use inverse operations to check answers * add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction * add and subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds | **Unit 3: Addition and subtraction**   * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why * round any number to the nearest 10, 100 or 1,000 * estimate and use inverse operations to check answers to a calculation | **16** |

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| **Unit 4: Multiplication and division (1)**   * 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 * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * 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 | **Unit 5: Multiplication and division (1)**   * 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 * recall multiplication and division facts for multiplication tables up to 12 × 12 * solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. | **18** |
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| **Unit 4: Perimeter**   * convert between different units of measure [for example, kilometre to metre, hour to minute] * measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres |

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| **Spring term** | | **55** |
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| **Unit 5: Multiplication and division (2)**   * 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 * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * 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 * solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | **Unit 6: Multiplication and division (2)**   * solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign * multiply two-digit and three-digit numbers by a one-digit number using a formal written layout * recognise and use factor pairs and commutativity in mental calculations * multiply two-digit and three-digit numbers by a one-digit number using a formal written layout * 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 * 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 | **16** |

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| **Unit 7: Statistics**   * 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 | **Unit 7: Area**   * find the area of rectilinear shapes by counting squares * estimate, compare and calculate different measures, including money in pounds and pence | **6** |
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| **Unit 9: Fractions (1)**   * recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators * 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 * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above | **Unit 8: Fractions (1)**   * count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten * recognise and show, using diagrams, families of common equivalent fractions * 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 | **11** |

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| **Unit 10: Fractions (2)**   * recognise and show, using diagrams, equivalent 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 [for example, 5/7 + 1/7 = 6/7] * compare and order unit fractions and fractions with the same denominator * solve problems that involve all of the above | **Unit 9: Fractions (2)**   * add and subtract fractions with the same denominator * solve problems involving increasingly harder fractions to calculate quantities, and use fractions to divide quantities, including non-unit fractions where the answer is a whole number | **10** |
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| **Unit 8: Length**   * measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml) * measure the perimeter of simple 2D shapes | **Unit 10: Decimals (1)**   * recognise and write decimal equivalents of any number of tenths or hundredths * solve simple measure and money problems involving fractions and decimals to two decimal places * 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 * recognise and write decimal equivalents of any number of tenths or hundredths * count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | **12** |
| **Summer term** | | **52** |
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| **Unit 6: Money**   * add and subtract amounts of money to give change, using both £ and p in practical contexts | **Unit 11: Decimals (2)**   * recognise and write decimal equivalents of any number of tenths or hundredths * add and subtract fractions with the same denominator * compare numbers with the same number of decimal places up to two decimal places * 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 * recognise and write decimal equivalents to 1/4, 1/2, 3/4 * solve simple measure and money problems involving fractions and decimals to two decimal places | **8** |

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| **Unit 11: Time**   * know the number of seconds in a minute and the number of days in each month, year and leap year * 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 * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * compare durations of events [for example to calculate the time taken for particular events or tasks] | **Unit 13: Time**   * Convert between different units of measure [for example, kilometre to metre, hour to minute] | **14** |
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| **Unit 14: Statistics**   * 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 |
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| **Unit 12: Angles and properties of shape**   * 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 make a complete turn; identify whether angles are greater than or less than a right angle * draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them * identify horizontal and vertical lines and pairs of perpendicular and parallel lines | **Unit 15: Angles and 2D shape**   * identify acute and obtuse angles and compare and order angles up to two right angles by size * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes * identify lines of symmetry in 2D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry | **12** |
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| **Unit 13: Mass**   * measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml) | **Unit 12: Money**   * estimate, compare and calculate different measures, including money in pounds and pence * solve simple measure and money problems involving fractions and decimals to two decimal places | **11** |
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| **Unit 14: Capacity**   * measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml) | **Unit 16: Position and direction**   * describe positions on a 2D grid as coordinates in the first quadrant * plot specified points and draw sides to complete a given polygon * describe movements between positions as translations of a given unit to the left/right and up/down | **7** |
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