## Acomb First School Year 3 Long term Mathematics Mastery Curriculum

| Long Term Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| $\begin{aligned} & -1 \\ & \frac{0}{3} \\ & - \end{aligned}$ | NUMBER <br> Place value | NUMBER Place value | NUMBER Place value | NUMBER <br> Addition and subtraction | NUMBER <br> Addition and subtraction | NUMBER <br> Addition and subtraction | NUMBER <br> Addition and subtraction | NUMBER Multiplication and division | NUMBER Multiplication and division | NUMBER Multiplication and division | NUMBER <br> Multiplicati on and division | NFER test week | GEOMETRY Property of shape |
| $\begin{aligned} & -1 \\ & \frac{D}{3} \\ & \vdots \\ & N \end{aligned}$ | NUMBER Fractions and decimals | NUMBER <br> Fractions and decimals | NUMBER <br> Fractions and decimals | NUMBER <br> Fractions and decimals | MEASURES Time | MEASURES Time | NUMBER Multiplication and division | NUMBER Multiplication and division | MEASURES <br> Length | MEASURES Length | Assessment |  |  |
| $\begin{aligned} & -1 \\ & \frac{0}{3} \\ & \omega \end{aligned}$ | MEASURES <br> Weight and capacity | MEASURES <br> Weight and capacity | GEOMETRY Direction | GEOMETRY Direction | STATISTICS | NFER test week | NUMBER Addition and subtraction | NUMBER Addition and subtraction | NUMBER Multiplication and division | NUMBER Multiplication and division | NUMBER <br> Fractions and decimals | GEOMETRY Property of shape | GEOMETRY Property of shape |

Mastery of number, place value and the 4 number operations and fractions, in term 1 will ensures a secure understanding and develops confidence. This will allow number knowledge to be better applied to other areas of maths. Although the main focus is number in the first term opportunities should be found to apply number teaching to real life situations and problem solving. Equally place value and the four operations of number will be constantly revisited in other areas of maths.

All units of work should have fluency, reasoning and problem solving elements. A greater weighting to reasoning and problem solving will be given in the final term providing opportunity for more able pupils to demonstrate GD and for other children to consolidate their learning.

Where ever possible opportunities should be found to apply maths to topic work ensuring a maths rich curriculum. Statistics and Measures will be covered in science and topic work

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| Year Group |  |  | 4 |  |  |  |  |  |  | 1 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Number <br> Identify, numbers represent <br> Find 10 or given num value of number (h <br> Compare <br> 1000 <br> Read and <br> 1000 in n <br> Solve num practical p ideas. <br> Count from 100 | lace value <br> esent and ing differen ns. <br> 0 more or <br> ; recogni digit in a dreds, ten <br> d order nu <br> ite numbe erals and <br> problem bems invo <br> in multip | imate <br> s than a he place ee digit nes). <br> ers up to <br> up to ords. <br> nd <br> g these <br> of 50 and | Number - addition and subtraction <br> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. <br> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <br> Estimate the answer to a calculation and use inverse operations to check answers. <br> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <br> Add and subtract amounts of money to give change, using both $£$ and $p$ in practical contexts. |  |  |  | Number - multiplication and division <br> Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division ( $\div$ ) and equals (=) signs. <br> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. <br> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. |  |  |  | Nfer Tests | properties of shape <br> Recognise angles as a property of shape or a description of a turn. <br> Identify right angles, recognise that two right angles make a 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. Draw 2-D shapes and make 3-D shapes using modelling <br> Recognise 3-D shapes in different orientations |

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| Year Group |  |  | 4 |  |  | Term |  | 2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 Week 10 | Week 11 |
| Number - fractions and Decimals <br> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <br> Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators. Count up and down in tenths. <br> Recognise that tenths arise from dividing an object into 10 equal parts and in dividing onedigit numbers or quantities by 10 |  |  |  | Measures <br> Measures <br> Tell and writ analogue clo using Roman 12-hour and <br> Estimate and increasing ac nearest minu Record and terms of seco hours. <br> Use vocabul o'clock, a.m. afternoon, no <br> Know the nu in a minute and days in each leap year. <br> Compare du (for example time taken by or tasks.) |  | Number - mu division <br> Recall and us division facts multiplication Calculate math statements for division within tables and wri multiplication equals (=) sign <br> Solve problem multiplication materials, arra addition, ment multiplication including prob <br> Show that mu numbers can order (commu of one numbe | on and <br> cation and 4 and 8 <br> ation and plication using the $(\div)$ and <br> ng <br> on, using ated <br> ds, and on facts, ontext. <br> of two in any nd division her cannot. | Measures -Length <br> Measures Length <br> Measure, compare, add and subtract: lengths ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ); <br> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Continue to measure using the appropriate tools and units, <br> progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200 g ) and simple equivalents of mixed units (for example, $5 \mathrm{~m}=500 \mathrm{~cm}$ ). | Assessment |

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| Year Group |  |  | Term |  |  |  | 3 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 1 Week 2 | Week 3 Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Measures- <br> Weight and <br> Capacity <br> Convert <br> between different units of measure (e.g. <br> kilogram to gram; litre to millilitre) <br> Estimate, compare and calculate different measures | Geometry direction and angles <br> Describe positions on a 2D grid as coordinates in the first quadrant. <br> Describe movements between positions as translations of a given unit to the left/ right and up/ down. <br> Identify acute and obtuse angles and compare and order angles up to two right angles by size. | Statistics <br> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. <br> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Assessment | Number and sub <br> Add and s mentally, three-digit and tens; number an <br> Add and s with up to methods o addition an <br> Estimate t calculation answers. Solve prob using num addition and <br> Add and s of money using both practical co practical | Addition action <br> ract numbers ding: a mber and digit number ree digit hundreds. <br> ract numbers digits, written lumnar subtraction. <br> answer to a d use inverse check <br> s, including er problems, facts, place re complex subtraction. <br> ract amounts ive change, and $p$ in exts. | Number multiplica division <br> Recall and us multiplication facts for the 3 multiplication Calculate ma statements fo multiplication within the mu tables and wri the multiplica division ( $\div$ ) and signs. <br> Solve problen multiplication using materia repeated add methods, and and division f problems in <br> Show that mu two numbers in any order and division by another ca | on and <br> and division <br> 4 and 8 ables. <br> hematical <br> and division iplication <br> e them using on (x), <br> d equals (=) <br> s involving <br> and division, <br> s, arrays, <br> ion, mental <br> multiplication cts, including <br> cts, including <br> ntext. <br> tiplication of an be done one number not. | Number fractions and Decimals <br> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <br> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Count up and down in tenths. <br> Recognise that tenths arise from dividing an object into 10 equal parts and in dividing onedigit numbers or quantities by 10 | Geometry of shapes <br> Recognise property of description Identify righ <br> Recognise right angles half-term, th three quart and four a turn; identify angles are than or less right angle. horizontal and lines and par perpendicula parallel line Draw 2-D s make 3-D s using mode materials. <br> Recognise in different | Property <br> angles as a shape or a of a turn. angles, <br> hat two make a ree make rs of a turn omplete whether reater than a dentify nd vertical irs of ar and <br> hapes and hapes ling rientations |

