

## Year 3/4 Overview

Y3 /4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn	Place Value					Addition and Subtraction				Multiplication and Division				Assessment	
Spring	Multiplication and Division			Measure: Length and Perimeter			Fractions				Measure :Mass and Capacity	Year 4 Decimal	Assessment		
Summer	Fractions		Measure: Money		Measure Time			Geometry		Assessment	Transition Investigation and Consolidation				

NB – Year 4 need to have exposure to decimals at some point. This will be split input as Decimals are introduced in Year 4 .

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Y 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	
Autumn	Place Value				Addition and Subtraction					Multiplication and Division					Assessment	Consolidation
Spring	Multiplication and Division			Measure: Money	Measure: Length and Perimeter		Statistics		Fractions			Assessment	Consolidation			
Summer	Fractions		Measure: Time			Geometry: Shape		Measure: Mass and Capacity		Assessment	Transition					

## Year 3/4 Overview

Y 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Autumn	Place Value					Addition and Subtraction				Multiplication and Division				Assessment	
Spring	Multiplication and Division			Measure: Length and Perimeter			Fractions				Decimals	Assessment			
Summer	Decimals		Measure: Money		Measure Time		Geometry		Assessment	Transition Investigation and Consolidation					

## Year 3/4 Overview

### Place Value

National Curriculum Objectives	Lesson Progression
<p><b>Year 3</b> Identify, represent and estimate numbers using different representations.</p> <p><u>Find 10 or 100 more or less than a given number;</u></p> <p><u>Recognise the place value of each digit in a three digit number (hundreds, tens, ones).</u></p> <p>Compare and order numbers up to 1000.</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas.</p> <p><u>Count from 0 in multiples of 4, 8, 50 and 100</u></p>	<ol style="list-style-type: none"> <li>1) <a href="#">Spine 1, Topic 1.17</a> 1:1-1:4</li> <li>2) <a href="#">Spine 1, Topic 1.17</a> 1:5-1.7</li> <li>3) <b>Step 1</b> – represent numbers to 100</li> <li>4) <b>Step 2</b> – partition numbers to 100</li> <li>5) <b>Step 3</b> - Number to 100</li> <li>6) <b>Step 5</b> – Represent to 1000 (Note <a href="#">Spine 1, Topic 1.18</a> -1:1-1:3)</li> <li>7) <b>Step 6</b> - Partition numbers to 1,000 (Note <a href="#">Spine 1, Topic 1.18</a> -1:4-1:3)</li> <li>8) <b>Step 7</b> – Flexible teaching of 1,000 (Note <a href="#">Spine 1, Topic 1.18</a> -1:5-1:7)</li> <li>9) <a href="#">Spine 1, Topic 1.18</a> – 1:8-1:12</li> <li>10) <b>Step 9</b> – Find 1, 10 or 100 more or less</li> <li>11) <b>Step 10</b> – Number line to 1,000</li> <li>12) <a href="#">Spine 1, Topic 1.18</a> – 2:1 -2:3</li> <li>13) <b>Step 11</b> – Estimate on a number line to 1,000</li> <li>14) <a href="#">Spine 1, Topic 1.18</a> – 2:4-2:8</li> <li>15) <b>Step 12</b> – Compare numbers to 1,000</li> <li>16) <a href="#">Spine 1, Topic 1.18</a> – 3:1 – 3:3</li> <li>17) <b>Step 13</b> - Order Numbers to 1000 (Note <a href="#">Spine 1, Topic 1.18</a> 3:4)</li> <li>18) <b>Step 14</b> – Count in 50s</li> </ol>

## Year 3/4 Overview

### Year 4

Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.

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.

Order and compare numbers beyond 1000.

Round any number to the nearest 10, 100 or 1000.

Count backwards through zero to include negative numbers.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

### Year 4

- 1) **Step 1** – Represent numbers to 1000
- 2) **Step 2** – Partition numbers to 1000 (Note: [Spine 1, Topic 1.18](#))
- 3) **Step 3** – Number line to 1000
- 4) **Step 4** – Thousands ([Spine 1, Topic 1.22 1:1-1:5](#))
- 5) **Step 5** – Represent numbers to 10,000
- 6) **Step 6** – Partition numbers to 10,000
- 7) **Step 7** – Flexible partitioning to 10,000
- 8) [Spine 1, Topic 1.22 Point 2](#))
- 9) **Step 8** - Find 1, 10, 100, 1,000 more or less (Note: [Spine 1, Topic 1.22 1:7](#))
- 10) **Step 9** - Number line to 10,000
- 11) **Step 10** – Estimate on a number line to 10,000
- 12) **Step 11** – Compare numbers to 10,000
- 13) **Step 12** – Order numbers to 10,000
- 14) **Step 13** – Roman Numerals
- 15) **Step 14** – Rounding to the nearest 10
- 16) **Step 15** – Rounding to the nearest 100
- 17) **Step 16** - Rounding to the nearest 1000
- 18) **Step 17** - Rounding to the nearest 10, 100 or 1000

## Year 3/4 Overview

### Addition and Subtraction

National Curriculum Objectives	White Rose Small Steps
<p><u>Add and subtract numbers mentally, including: a three- digit number and ones; a three-digit number and tens; a three digit number and hundreds.</u></p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<ol style="list-style-type: none"> <li>1) <span style="color: red;">Step 1</span> Apply number bonds within 10</li> <li>2) <span style="color: red;">Step 2</span> Add and subtract 1's</li> <li>3) <span style="color: red;">Step 3</span> Add and subtract 10's</li> <li>4) <span style="color: red;">Step 4</span> Add and subtract 100'S (<span style="color: red;">Note: <a href="#">Spine 1, Topic 1.18</a> - 5:1-5:2</span>)</li> <li>5) <span style="color: red;">Step 5</span> Spot the pattern (<span style="color: red;">Note: <a href="#">Spine 1, Topic 1.18</a> - 5:3</span>)</li> <li>6) <span style="color: blue;">Spine 1, Topic 1.18</span> 5:4</li> <li>7) <span style="color: red;">Step 6</span> Add 1's across 10 (<span style="color: red;">Note: <a href="#">Spine 1, Topic 1.18</a> 5:5-5:10</span>)</li> <li>8) <span style="color: red;">Step 7</span> Add 10's across 100</li> <li>9) <span style="color: red;">Step 8</span> Subtract 1's across 10 (<span style="color: red;">Note: <a href="#">Spine 1, Topic 1.18</a> 5:11-5:12</span>)</li> <li>10) <span style="color: red;">Step 9</span> Subtract 10's across 100</li> <li>11) <span style="color: red;">Step 10</span> Making connections (<span style="color: red;">Note: <a href="#">Spine 1, Topic 1.17</a> 3:9</span>)</li> <li>12) <span style="color: blue;">Spine 1, Topic 1.19</span> TP1</li> <li>13) <span style="color: blue;">Spine 1, Topic 1.20</span> 1:1-2:1</li> <li>14) <span style="color: blue;">Spine 1, Topic 1.20</span> 2:2 -3:2</li> <li>15) <span style="color: blue;">Spine 1 1.20</span> 4:1-4:6 (<span style="color: red;">Note step 11, 13 and 14</span>)</li> <li>16) <span style="color: blue;">Spine 1 1.20</span> TP 5</li> <li>17) <span style="color: blue;">Spine 1 1.21</span> TP1</li> <li>18) <span style="color: blue;">Spine 1 1.21</span> 2:1-2:3</li> <li>19) <span style="color: blue;">Spine 1 1.21</span> 2:4-2:10 (<span style="color: red;">Note step 12, 15 and 16</span>)</li> <li>20) <span style="color: red;">Step 17</span> Add two digit and three-digit numbers</li> <li>21) <span style="color: red;">Step 18</span> Subtract a two-digit number from a three-digit number</li> <li>22) <span style="color: red;">Step 19</span> Complements to 100</li> <li>23) <span style="color: red;">Step 20</span> Estimate answers</li> <li>24) <span style="color: red;">Step 21</span> Inverse operations</li> <li>25) <span style="color: red;">Step 22</span> Make decisions</li> </ol>
	DFE Guidance (ready to progress criteria)

## Year 3/4 Overview

	<p>2NF - Add and subtract across 10</p> <p>2NF - Automatically recall addition and subtraction facts within 10, and across 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten.</p> <p>2AS - Automatically recall number bonds to 9 and to 10. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.</p> <p>2AS - Automatically recall addition and subtraction facts within 10 and across 10. Recognise the place value of each digit in two- and three-digit numbers. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.</p> <p>2AS - Have experience with the commutative property of addition, for example, have recognised that <math>3 + 2</math> and <math>2 + 3</math> have the same sum. Be able to write an equation in different ways, for example, <math>2 + 3 = 5</math> and <math>5 = 2 + 3</math> Write equations to represent addition and subtraction contexts.</p>	<p>3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>3NF – 3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example:</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <math display="block">80 + 60 = 140</math> <math display="block">140 - 60 = 80</math> </div> <p>3AS–1 Calculate complements to 100, for example:      46  <math>+ ? = 100</math></p> <p>3AS–2 Add and subtract up to three-digit numbers using columnar methods.</p> <p>3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>
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### Addition and Subtraction Year 4

National Curriculum Objectives

White Rose Small Steps

## Year 3/4 Overview

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.

- 1) **Step 1** – add and subtract 1s, 10s, 100s, and 1000s
- 2) **Step 2** – Add up to two 4-digit numbers with no exchange
- 3) **Step 3** – Add two 4-digit numbers with one exchange
- 4) **Step 4** – Add two 4-digit numbers with more than one exchange (**Note:** [Spine 1 1.20 for representations and models](#))
- 5) **Step 5** – Subtract two 4-digit numbers no exchange
- 6) **Step 6** – Subtract two 4-digit numbers with one exchange
- 7) **Step 7** – Subtract two 4-digit numbers with more than one exchange (**Note:** [Spine 1 1.21 for representations and models](#))
- 8) **Step 8** – Efficient subtraction (**Note:** [Spine 1 1.19](#) [2:7-2:9](#) [Spine 1 1.22](#) [3:6](#) and [3:8](#) around redistribution)
- 9) **Step 9** – Estimate answers
- 10) **Step 10** – Check strategies

DFE Guidance (ready to progress criteria)



## Year 3/4 Overview

3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.

3NF – 3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example:

$$80 + 60 = 140$$

$$140 - 60 = 80$$

3AS–1 Calculate complements to 100, for example:      46  
+? = 100

3AS–2 Add and subtract up to three-digit numbers using columnar methods.

3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.