

| Week 1 Number: Multiplication | |
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| Year 3 | Year 4 |
| Multiply 2 digits by 1 digit. Using manipulatives and bar models to link repeated addition with multiplication. Formal written method short multiplication Year 3 - Multiply 2 digits by 1 digit Problem solving and reasoning including using estimating to check answers, 2 step problems. Skills focus: Year 3: 2x, 5x, 10x, 3x, 4x, 8x tables facts | Factor pairs Multiply 2/3 digits by 1 digit Formal written method short multiplication Multiply 3/4 digits by 1 digit Problem solving and reasoning including using estimating to check answers, 2 step problems. Skills focus: 2x, 5x, 10x, 3x, 4x, 8x 6x, 7x, 9x, 11x, 12x tables facts. |
| Week 2 Number: Division | |
| Divide 2 digits by 1 digit Divide 3 digits by 1 digit Using manipulatives and part-whole models to link division with equal groups/repeated subtraction. Formal written method short division Introduce method: problems without remainders. Year 3 - Divide 2/3 digits by 1 digit | Divide 2 digits by 1 digit Divide 3 digits by 1 digit Formal written method short division Consolidate method; introduce problems with remainders for Year 4. Year 4 - Divide 3/4 digits by 1 digit Problem solving and reasoning including using the inverse/estimating to check answers. |
| Skills focus: Year 3: 2x, 5x, 10x, 3x, 4x, 8x tables facts; Year 4: As Year 3 plus: 6x, 7x, 9x, 11x, 12x tables facts. | |
| Week 3 Number: Multiplication and Division | |
| Using and Applying Scaling Correspondence How many ways? Problem solving and reasoning. | Using and Applying Efficient multiplication Problem solving and reasoning, including 2 step problems. |
| Skills focus: Year 3/4: Number fact families: multiplication and division; Using the inverse to solve missing number problems; Dividing and multiplying by 10, by 100; Count in multiples of 2, 5, 10, 100, 3, 4, 8, 50, 25. | |
| Week 4 Number: Multiplication and Division/Measurement: Length, Perimeter, Area | |
| Consolidation and Assessment Revision and assessment: Multiplication and Division End of Block White Rose Assessment Measuring length Measure length- mm, cm, m | Consolidation and Assessment Revision and assessment: Multiplication and Division End of Block White Rose Assessment Measuring length- mm, cm, m Equivalent lengths , incl. kilometres |

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| Focus on units of measurement, estimating lengths and accurate practical measuring. | |
| Skills focus: Year 3 and 4: Mental addition and subtraction: Fluency in mental addition and subtraction facts within and bridging 10; Column addition and subtraction: Year 3: 3 digits; Year 4: 4 digits. | |
| Week 5: Measurement: Length, Perimeter, Area | |
| Comparing, adding and subtracting lengths Compare lengths Add lengths Subtract lengths Problem solving and reasoning. Perimeter Measure perimeter | Perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Problem solving and reasoning with perimeter. |
| Skills focus: Year 3 and 4: Number fact families: addition and subtraction; Using the inverse to solve missing number problems; Finding 10/100/1000 more or less than a number; Year 4: Rounding to 10, 100, 1000 | |
| Week 6: Measurement: Length, Perimeter, Area | |
| Area What is area? Counting squares Making shapes Using multiplication to calculate area Area of squares and rectangles Consolidation and Assessment Consolidation and problem solving Assessment: Length and Perimeter WR End of Block Assessment. | Area Counting squares Making shapes Area of rectilinear shapes Comparing area Using multiplication to calculate area Consolidation and Assessment Consolidation and problem solving Assessment: Length and Perimeter; Area WR End of Block Assessments. |
| Skills focus: Year 3 and 4: Formal written methods: Short multiplication; short division; (Year 3 2/3 digits by 1 digit; Year 4 3/4 digits by 1 digit); Apply place-value knowledge to known additive and multiplicative number facts: Year 3 scaling facts by 10; Year 4 scaling facts by 10/100. | |

Focus for Skills Sessions (based on DfE Ready to Progress Criteria for Year 2/3/4)

| Ready to Progress from Year 2 to 3 | Ready to Progress from Year 3 to 4 | Ready to Progress from Year 4 to 5 |
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| Place Value | | |
| Recognise place value of each digit in 2 digit numbers and partition numbers | Recognise place value of each digit in 3 digit numbers and partition numbers | Recognise place value of each digit in 4 digit numbers and partition numbers |
| Finding 10 more/10 less than a 2 digit number | Finding 10/100 more or less than a 3 digit number | Finding 10/100/1000 more or less than a 3 digit number |
| | | Rounding to 10, 100, 1000 |
| | Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. | Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in |

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| | | <p> multiples of 1,000 with 2, 4, 5 and 10 equal parts. </p> |
| Addition and Subtraction | | |
| Secure fluency in addition and subtraction facts within 10; Add and subtract bridging 10 | Secure fluency in addition and subtraction facts bridging 10 | |
| Automatically recall addition and subtraction facts within 10, and across 10; number bonds to numbers to 10; to 20. | Complements to 100 e.g. $46 + ? = 100$ | |
| Add and subtract 1s or 10s to/from a 2 digit number | Add and subtract 1s or 10s to/from a 3 digit number | Add and subtract 1s, 10s or 100s, 1000s to/from a 4 digit number |
| Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". | Add and subtract up to three-digit numbers using columnar methods. | Add and subtract up to four-digit numbers using columnar methods. |
| | 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. Number fact families: addition and subtraction e.g. $2 + 3 = 5$; $5 - 3 = 2$ etc. | |
| Multiplication and Division | | |
| Recognise multiplication and division facts for 2x, 5x and 10x tables | Recognise multiplication and division facts for 2x, 5x, 10x and 3x, 4x, 8x tables | Recall multiplication and division facts up to 12×12 and recognise products in multiplication tables as multiples of the corresponding number. |
| Count in multiples of 2, 5, 10, 100 | Count in multiples of 2, 5, 10, 100, 3, 4, 8, 50 | Count in multiples of 25 |
| | Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). | Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) |
| Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. | Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division. | Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. |
| Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). | Number fact families: multiplication and division e.g. $2 \times 3 = 6$; $6 \div 3 = 2$ | Manipulate multiplication and division equations and understand and apply the commutative property of multiplication. |
| | | Understand and apply the distributive property of multiplication. |