



Year 3 and 4 Maths Teaching sequence

Maths Constructs- red lower year group

Statistics

I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. *Pictograms and tables.*

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. *I can 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.*

Fractions

I can recognise and show, using diagrams, families of common equivalent fractions. *I can recognise and show, using diagrams, equivalent fractions with small denominators.*

I can 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.

I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

I can compare and order unit fractions, and fractions with the same denominators

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.

I can 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.

I can add and subtract fractions with the same denominator.

I can recognise and write decimal equivalents of any number of tenths or hundredths.

I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

I can find the effect of dividing a one- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

I can round decimals with one decimal place to the nearest whole number.

I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

I can compare numbers with the same number of decimal places up to two decimal places.

Place Value

I can count in multiples of 6, 7, 9, 25 and 1000. *I can count from 0 in multiples of 4, 8, 50 and 100.*

I can find 1000 more or less than a given number. *I can find 10 or 100 more or less than a given number.*

I can round any number to the nearest 10, 100 or 1000.

I can identify, represent and estimate numbers using different representations.

I can read and write numbers up to 1000 in numbers and in words.

I can count backwards through zero to include negative numbers.

I can recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones). *I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).*

I can order and compare numbers up to and beyond 1000.

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	I can 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.
	I can solve place value and number problems with increasingly large positive numbers, practically.
Measurement	I can convert between different units of measurement (e.g. kilometre to metre).
	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
	I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
	I can measure the perimeter of simple 2-D shapes.
	I can find the area of rectilinear shapes by counting squares.
	I can estimate, compare and calculate different measures, including money in pounds and pence. I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
	I can estimate and read time with accuracy to the nearest minute; record and compare time. (seconds, minutes, hours and vocabulary such as o'clock, am, pm, morning etc).
	I can read, write and convert time between analogue and digital 12 and 24-hour clocks. including using Roman numerals from I to XII
	I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Geometry	I can recognise angles as a property of shape or a description of a turn.
	I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn.
	I can identify whether angles are greater than or less than a right angle.
	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
	I can identify acute and obtuse angles and compare and order angles up to two right angles by size.
	I can identify lines of symmetry in 2-D shapes presented in different orientations.
	I can complete a simple symmetric figure with respect to a specific line of symmetry.
	I can describe positions on a 2-D grid as coordinates in the first quadrant.
	I can describe movements between positions as translations of a given unit to the left/right and up/down.
	I can plot specified points and draw sides to complete a given polygon.
Multiplication & Division	I can recall multiplication and division facts for multiplication tables up to 12×12 . I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
	I can recognise and use factor pairs and commutativity in mental calculations.
	I can write and calculate mathematics statements for \times and \div using the tables they know, including 2-digit numbers times 1-digit numbers, using mental and progressing to formal written method.
	I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
	I can solve problems involving \times and \div , including using the distributive law to multiply 2-digit numbers by

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	<p>1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <i>Including missing number problems.</i></p>
	<p>I can use place value and known facts to multiply and divide mentally including multiplying by 0 and 1, dividing by 1 and multiplying three digits together.</p>
Addition & Subtraction	<p>I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <i>I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.</i></p>
	<p>I can estimate and use inverse operations to check answers to a calculation.</p>
	<p><i>I can add and subtract numbers mentally, including: a 3-digit number and 1s, 10s, 100s.</i></p>
	<p>I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <i>including missing number problems.</i></p>

