| Week | NC Strand | Focus | Re/Pre Teach | Concrete Resources | Skills Check Focus And Consolidation | Key Vocabulary | Light Touches(To be populated by teacher) |
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| 1 | Number – number and place value | Recognise the place value of each digit in 4-digit numbers | Y3 - PV to 1,000 | Place value charts, counters, base ten, number lines | 2 digit + 2 digit with bridgingMultiplying by 1 and 0 | digit, place value, thousands, hundreds, partition |  |
| 2 | Number – number and place value | Order and compare numbers to 10,000 | Y3 - Compare 3-digit numbers | Number lines, digit cards, Gattegno charts, place value counters, place value charts | 3 digit + 1s3 digit + 10s3 digit + 100sAnd same with subtractionNo bridging | order, compare, greater, less, number line |  |
| 3 | Number – addition and subtraction | Add and subtract 4-digit numbers using formal written methods | Y3 – Column methods | Place value counters, base ten, columns, frames | 3 digit + 1s3 digit + 10s3 digit + 100sAnd same with subtractionBridging | add, subtract, column, regroup, exchange |  |
| 4 | Measurement | Measure and compare lengths (m/cm/mm) | Y3 – Use rulers and scales | Rulers, metre sticks, base ten rods | 3 and 4 x tables | length, measure, cm, m, mm, difference |  |
| 5 | Number – multiplication and division | Recall and use multiplication facts to 12 × 12Aka TIMES TABLES WEEKGetting properly set up on TTR, training to use multiplication squares etcMust be multiple problem solving and reasoning questions around times tables. | Y3 – Facts to 10 × 10 | Multiplication squares, bead strings, arrays | Missing number multiplication ie 3 x \_\_ = 12Consolidation of addition and subtraction | multiply, times, product, array |  |
| 6 | Number – multiplication and division | Multiply and divide by 10 and 100 | Y3 – Partitioning | Place value sliders, counters, base ten | Partitioned addition and subtraction with a missing number ie 942 = 900 + \_\_\_ + 2 | digit, place value, shift, columns, divide  |  |
| 7 | Number – fractions | Recognise and write equivalent fractions | Y3 – Fractions of shapes/numbers (sets) | Fraction walls, bars, circles | Adding/subtracting fractions with same denominator.**This may require some teaching on Monday.** | numerator, denominator, equivalent, part, whole |  |
| 8 | Measurement | Read, write and convert time between analogue and digital 12- and 24-hour clocks | Y3 – Tell time to nearest 5 minutes | Clocks, number lines, timelines | Consolidation of addition and subtraction.9 x tables | o’clock, minutes, hours, digital, analogue |  |
| 9 | Number – number and place value | Count in multiples of 6, 7, 9, 25 and 1,000 | Y3 – Count in 4s, 8s, 50s, 100s | Counting sticks, bead strings | 8 x tablesBridging across addition and subtraction. | multiple, count on, sequence, pattern |  |
| 10 | Geometry – properties of shape | Classify triangles and quadrilaterals by properties | Y3 – Identify 2D shapes | Shape templates, sorting hoops | Add and subtract 4-digit numbers Multiply 2-digit and 3-digit numbers by 1-digit numbers | triangle, quadrilateral, angle, side, length |  |
| 11 | Geometry – properties of shape | Identify acute and obtuse angles | Y3 – Right angles in shapes | Angle finders, geoboards, protractors | Counting in Y4 multiples eg 25 + 25 + 25Multiplying by 1 and 0 | acute, obtuse, right angle, degrees, estimate |  |
| 12 | Number - fractions | Add and subtract fractions with the same denominator | Y3 - basic understanding of a fraction | Fraction bars, part-whole models | Consolidation of addition.11 x tables | fraction, add, subtract, same denominator |  |
| 13 | Statistics | Interpret bar charts and time graphs | Y3 – Read pictograms and bar charts | Bar charts, tally sheets, data sets, time graphs | Adding and subtracting fractions with the same denominator | chart, data, axis, label, frequency, total |  |
| 14 | Measurement | Find the area of rectilinear shapes by counting squares | Y3 – Find perimeters by measuring | Grid paper, tiles, geoboards | Add and subtract 4-digit numbers 7 x tables | area, square cm, length, width, cover |  |
| 15 | Number – addition and subtraction | Estimate and check answers using inverse operations | Y3 – Use inverse for 2-digit numbers | Digit cards, part–whole models | Multiply and divide by 10 and 100 | estimate, inverse, check, round, calculate |  |
| 16 | Number - multiplication and division | Solve problems involving multiplication and division | Y3 – One-step problems | Arrays, bar models, number cards | Adding and subtracting fractions with the same denominatorMultiply and divide by 10 and 100 | multiply, divide, inverse, product |  |
| 17 | Geometry – position and direction | Describe positions on a 2D grid using coordinates | Y3 – Use 1st quadrant language | Grids, pegs, whiteboards | Add and subtract 4-digit numbers 4 x tables | coordinate, axis, plot, position, quadrant |  |
| 18 | Number – fractions | Solve problems involving fractions of quantities | Y3 – Find fractions of amounts | Cuisenaire rods, bar models | Adding and subtracting fractions with the same denominatorSimple fractions of amounts ie ½ of 8 | fraction, of, quantity, part, whole |  |
| 19 | Number - number and place value | Round numbers to the nearest 10, 100 or 1,000 | Y3 – Round to nearest 10/100 | Number lines, rounding mountains | Addition and subtraction questions that could be done mentally with rounding ie 19 + 19 | round, nearest, estimate, approximate |  |
| 20 | Measurement | Convert between different units of measure (km, m, g, kg, l, ml) | Y3 – Use mixed units informally | Jugs, rulers, weights, scales | Add and subtract 4-digit numbers 3 x tables | convert, unit, litre, gram, kilogram |  |
| 21 | Number – multiplication and division | Use factor pairs and commutativity | Y3 – Recall and use facts up to 10 × 10 | Counters, number grids, pegboards | Multiply and divide by 10 and 100Times tables to 10 x 10 | factor, pair, multiply, array, commutative |  |
| 22 | Geometry – properties of shapes | Identify lines of symmetry in 2D shapes presented in different orientations | Y3 – Identify symmetry in shapes | Mirrors, folding shapes, cut-outs | Times tables summation for the week - not on TTRS. | line, symmetry, mirror, fold, identical |  |
| 23 | Number – fractions, decimals and percentages | Recognise decimal equivalents of ¼, ½, ¾ | Y3 – Link fractions to division | Fraction–decimal tiles, grids | Adding and subtracting fractions with the same denominatorAdd and subtract 4-digit numbers  | decimal, fraction, equivalent, convert |  |
| 24 | Measurement | Read scales in intervals not marked | Y3 – Read scales in ones, twos, tens | Measuring jugs, rulers, thermometers | Addition and subtraction where mental estimation is approximate ie 98 + 98Relevant times tables gaps | scale, interval, estimate, measure |  |
| 25 | Number – multiplication and division | Multiply 2-digit and 3-digit numbers by 1-digit numbers using informal methods | Y3 – Partition to multiply | Base ten, counters, grids | Multiply and divide by 10 and 100Adding fractions with the same denominator | partition, regroup, carry, multiply |  |
| 26 | Number – fractions and decimals | Write decimals as fractions | Y3 – Tenths and hundredths in context | Money, place value grids | Add and subtract 4-digit numbers Multiplying by 1 and 0 | decimal, point, tenths, hundredths, fraction |  |
| 27 | Number – all four operations | Solve 2-step problems using all four operations | Y3 – Solve one-step contextual problems | Whatever is appropriate to problems planned. | Adding and subtracting fractions with the same denominatorMultiply 2-digit and 3-digit numbers by 1-digit numbers | add, subtract, multiply, divide |  |
| 28 | Measurement | Estimate and compare volumes and capacities | Y3 – Use ml/l measures | Water trays, jugs, measuring cylinders | Multiply and divide by 10 and 100Times tables mop up | volume, capacity, millilitre, litre |  |
| 29 | Statistics | Solve comparison, sum and difference problems | Y3 – Interpret tables and bar charts | Tables, data sets | Multiply 2-digit and 3-digit numbers by 1-digit numbersMissing digit arithmetic such as 900 + \_\_ + 2 = 942 | compare, sum, difference, data, total |  |
| 30 | Number – fractions, decimals and percentages | Count up and down in hundredths; relate to tenths | Y3 – Fractions in steps of ½, ¼ | Fraction number lines, counters | Times tables summation - not on TTRS | hundredths, tenths, sequence, number line |  |
| 31 | Number - number and place value | Explore negative numbers in context | Y3 – Count backwards across zero | Number lines, temperature graphs | Adding and subtracting fractions with the same denominatorMultiply and divide by 10 and 100 | negative, below zero, minus |  |
| 32 | Number - arithmetic | Investigate strategies for efficient calculation | Fits Y4 curriculum | Full geometry toolkit: shapes, mirrors, protractors, coordinate boards | Multiply 2-digit and 3-digit numbers by 1-digit numbersAny other identified gaps. | Digit cards, number lines, part-whole models |  |