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| C:\Users\vikki.harris\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BD03C6E3.tmpC:\Users\vikki.harris\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BD03C6E3.tmpMaths LKS2 KSP Cycle B PowerMaths |
| Autumn Term |
| Place Value: Autumn 1/4 weeks/19 lessons | Resources |
| Objectives | Ready to progress | Power Maths |
| I can recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).I can count from 0 in multiples of 4, 8, 50 and 100. I can read and write numbers up to 1000 in numbers and in words. I can count in multiples of 6, 7, 9, 25 and 1000. I can identify, represent and estimate numbers using different representations.I can recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones). I can solve place value and number problems with increasingly large positive numbers, practically.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 find 1000 more or less than a given number. I can find 10 or 100 more or less than a given number.I can solve place value and number problems with increasingly large positive numbers, practically. I can round any number to the nearest 10, 100 or 1000.I can order and compare numbers up to and beyond 1000. I can solve place value and number problems with increasingly large positive numbers, practically. I can count backwards through zero to include negative numbers. | 3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.3NPV–4 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.4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four- digit numbers using standard and nonstandard partitioning.4NPV–3 Reason about the location of any four digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. | Year 3 Unit 1, Place Value within 1,000Teach the whole unit (11 lessons) Year 4 Leave out any that are repeating the Y3 unit as they will overlap. Unit 1: Place value – 4-digit numbers (1) (9)Unit 2: Place value – 4-digit numbers (2) ( (9) |

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| Addition and subtraction: Autumn 1/ 4 weeks/ 20 lessons | Resources |
| Objectives | Ready to progress | Power Maths |
| I can add and subtract numbers mentally, including: a 3-digit number and 1s, 10s, 100s.I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.I can estimate and use inverse operations to check answers to a calculation. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why I can solve addition and subtraction. including missing number problems. | 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example:30 multiplied by 4 = 120140 minus 60 = 80120 divided by 4 = 3080 + 60 = 1403AS–1 Calculate complements to 100, for example:45 + question mark = 1003AS–2 Add and subtract up to three-digit numbers using columnar methods3AS–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. | Year 3 Unit 2, Addition and subtraction (1)7 lessons to cover the top red objective– mental methods- these are very small steps- please merge together as you do not need 7 lessons. You could reinforce this in Flashback 4Y4 Unit 3: Addition and subtraction (15) |

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| Measures: Autumn 2 / 2 weeks, 2 days / 12 lessons | Resources |
| Objectives | Ready to progress | Power Maths |
| I can measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml). | N/A | Year 3:Unit 13: MassUnit 14: Capacity |

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| Multiplication and Division: Autumn 2 / 2 weeks, 1 day /11 lessons | Resources |
| Objectives | Ready to progress | Power Maths |
| I can write and calculate mathematics statements for x and ÷ using the tables they know, including 2-digit numbers times 1-digit numbers, using mental and progressing to formal written method.Solve problems, including missing number problems, involving multiplication and division, and correspondence problems in which n objects are connected to m objects.I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.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.I can recognise and use factor pairs and commutativity in mental calculations.I can solve problems involving x and +, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as- n objects are connected to m objects. Including missing number problems. | 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. | Year 4Unit 5: Multiplication and division (1) |

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| Measures: Autumn 2 / 1 week, / 5 lessons | Resources |
| Objectives | Ready to progress | Power Maths |
| I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. I can measure the perimeter of simple 2-D shapes. |  | Year 4: Unit 4: Perimeter |