Maths – Year 3/4

(Based on White Rose Version 3)

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Year 3	**Place Value** Represent numbers to 100; partition numbers to 100; hundreds; represent numbers to 1000; partition numbers to 1000; flexible partitioning to 1000; hundreds, tens, ones; find 1, 10, 100 more or less; estimate on a number line to 1000; compare & order numbers to 1000; count in 50s.			**Addition and Subtraction** Apply number bonds within 10; add and subtract 1s, 10s, 100s; spot the pattern; add 1s, 10s across 10 and 100; subtract 1s, 10s across 100; add two numbers (no exchange); subtract two numbers (no exchange); add two numbers (across a 10); add two numbers (across a 100); subtract two numbers (across a 10); subtract two numbers (across a 100); add 2-digit and 3-digit numbers; subtract a 2-digit number from a 3-digit number; complements to 100; estimate answers; inverse operations.				**Mulitplication and Division A** Multiplication (equal groups); use arrays; multiples of 2, 5 and 10; sharing and grouping; **multiply by 3, 4, 8**; divide by 3, 4, 8; 3, 4, 8 times table.			
	Year 4	**Place Value** Represent numbers to 1000; partition numbers to 1000; thousands; represent numbers to 10,000; partition numbers to 10,000; flexible partitioning to 10,000; find 1, 10, 100, 1000 more or less; estimate a number on a number line to 10,000; compare & order numbers to 10,000; Roman numerals; round to 10, 100, 1000.			**Addition and Subtraction** Add and subtract 1s, 10s, 100s and 1000s; add up to two 4-digit numbers (no exchange); add two 4-digit numbers (one exchange); add two 4-digit numbers (more than one exchange); subtract two 4-digit numbers (no exchange); subtract two 4-digit numbers (one exchange); subtract two 4-digit numbers (more than one exchange); efficient subtraction; estimate answers; checking strategies; **number bonds to 100.**				**Multiplication and Division A** Mulitples of 3; **multiply and divide by 6, 9, 7, 11, 12**; multiply by 1 and 0; divide by 1 and itself; multiply three numbers.			
Spring	Year 3	**Multiplication and Division B** Multiples of 10; multiply a 2-digit number by a 1-digit number (no exchange); multiply a 2-digit number by a 1-digit number (with exchanging); divide a 2-digit number by a 1-digit number (no exchange); divide a 2-digit number by a 1-digit number (flexible partitioning; divide a 2-digit number by a 1-digit number (with remainders); scaling.			**Length and Perimeter** Measure in metres, cm, mm; equivalent lengths – metres and cm, cm and mm; compare lengths; add lengths; subtract lengths; measure perimeter; calculate perimeter.			**Fractions A** Understand the denominators of unit fractions; compare and order unit fractions; understand the numerators of non-unit fractions; understand the whole; compare and order non-unit fractions; fractions on a number line; count in fractions on a number line; equivalent fractions on a number line; equivalent fractions as bar models.		**Fractions B** Add fractions; subtract fractions; partition the whole; unit fractions and non-unit fractions of a set of objects;		
	Year 4	**Multiplication and Division B** Factor pairs, **multiply and divide by 10, 100**; related facts (multiplication and division); informal written methods for multiplication; multiply and divide a 2-digit number by a 1-digit number; ; multiply and divide a 3-digit number by a 1-digit number			**Length and Perimeter. Area.** Measure in km and metres; equivalent lengths (km and metres); perimeter on a grid; perimeter of a rectangle; perimeter of rectilinear shapes; find missing lengths in rectilinear shapes; perimeter of regular polygons. Area – count squares; make shapes; compare areas.			**Fractions** Understand the whole; count beyond 1; partition a mixed number; compare and order mixed numbers; understand improper fractions; convert improper fractions to mixed numbers; equivalent fractions families; add two or more fractions; add fractions and mixed numbers; subtract two fractions; subtract from whole amounts; subtract from mixed numbers.			**Position & Direction** Co-ordinates; plot co-ordinates; draw 2D shapes on a grid; translate on a grid; describe translation on a grid.	
Summer	Year 3	**Mass and Capacity** Use scales; measure mass in grams, kg; **equivalent masses (kg and g)**; compare mass; ass and subtract mass; measure capacity and volume in ml and litres; **equivalent capacities and volumes (litres and ml)**; add and subtract capacity and volume.			**Consolidation**		**Time** Roman numerals to 12; **tell the time to 5 minutes, to the minute**; read time on a digital clock; use am and pm years, months and days; days and hours; hours and minutes – use start and end times, use durations; minutes and seconds; units of time.		**Shape** Turns and angles; right angles; compare, measure and draw angles; horizontal and vertical; parallel and perpendicular; recognise and describe 2D shapes; draw polygons; recognise and describe 3D shapes; make 3D shapes.		**Statistics** Interpret and draw pictograms; interpret and draw bar charts; collect and represent data; two-way tables.	**Money** Pounds and pence; convert £ p; add & subtract money; find change.
	Year 4	**Decimals A** **Tenths as fractions and decimals**; tenths on a number line; divide a 1-digit and 2-digit number by 10; **hundredths as fractions and decimals**; divide a 1- or 2-dgit number by 100.			**Decimals B** Make a whole with tenths, hundredths; partition decimals; flexibly partition decimals; compare & order decimals; round to the nearest whole number; **halves and quarters as decimals**.		**Time** Years, months, weeks and days; hours, minutes, seconds; convert between analogue and digital times; convert to the 24-hour clock; convert from the 24-hour clock.		**Shape** Understand angles as turns; identify, compare and order angles; triangles; quadrilaterals; polygons; lines of symmetry; complete a symmetric figure		**Statistics** Interpret charts; comparison, sum and difference; interpret line graphs; draw line graphs.	**Money** Write money using decimals; convert £ & p; compare, estimate & calc amounts; solve money problems.

Mathematics Scheme of Work – Guidance

This document serves as your official Mathematics Scheme of Work and is based on Version 3 of the White Rose Maths curriculum. Where possible, I have aligned the units across both year groups to ensure that pupils are working on similar mathematical themes concurrently.

Each unit title is hyperlinked to the relevant section on the White Rose website to support your planning. However, **please use this document as your primary planning tool** rather than relying directly on the White Rose site, as this version has been specifically adapted to meet our curriculum and teaching approach.

Mathematics Lesson Structure and Expectations

To ensure consistency in the teaching and learning of mathematics across the school, all staff are expected to follow the agreed structure for every maths lesson. This consistency is vital both for the quality of instruction and for the clarity and organisation of pupils' work. OFSTED will be looking for consistency across the school.

Lesson Structure

Each maths lesson must follow the structure outlined below:

1. **Quick Recall Starter (Approx. 10 minutes)**
    - **Key Stage 2:** Focus on times tables and corresponding division fact recall.
    - **Key Stage 1:** Focus may include the term's KIRF (Key Instant Recall Facts), number bonds, or recall of x2, x5, and x10 multiplication facts in Year 2.
2. **Main Input**
    - Whole-class teaching focusing on the concept, using appropriate representations and models.
3. **Independent Task**
    - Adapted appropriately to support and challenge all learners.

4. **Reasoning/Problem-Solving Task/Plenary.**
    - All pupils must access a reasoning or problem-solving activity in every lesson.
    - These may be taken from the White Rose resources and adapted as:
        - A task copied and pasted into an individual worksheet, or
        - A whole-class plenary activity (particularly appropriate in KS1).

Pre- and Post-Learning Tasks

- Each unit must begin with a **pre-learning task**, which is used diagnostically to assess which pupils require conceptual/procedural input and which may be ready to move directly to application, reasoning, and problem-solving.
- These groups may vary from lesson to lesson, based on pupils' responses.
- Every unit must end with a **post-learning task**, allowing teachers to assess progress and identify any remaining misconceptions.
- **Both pre- and post-learning tasks must be securely fixed into pupil folders using plastic wallets**, forming clear 'bookends' to each unit's recorded work.

Presentation and Organisation

- Every worksheet must clearly include:
    - The **learning objective**.
    - The **lesson number and page reference** (e.g., *Lesson 1: Page 1*).
- Please refer to the examples sent via email for formatting expectations.
- It is essential that all maths folders are consistently organised and presented across the school.

By adhering to this structure and guidance, we can ensure high-quality maths provision and a clear, cohesive learning journey for all pupils.

Fluent in Five – Daily Maths Fluency Sessions

All classes are expected to deliver a **daily Fluent in Five session** in addition to the main maths lesson. These short sessions are designed to build and reinforce arithmetic fluency through regular, consistent practice with key number skills/procedures.

Key Information:

- Sessions should take place **daily** and focus on developing speed and accuracy in mental and written calculation strategies.
- At least one question each day should be linked to the term's **KIRF (Key Instant Recall Fact)**.

Foundation Stage and Key Stage 1:

- Once Reception and Key Stage 1 are fully established with the **Mastering Number** programme, this will replace Fluent in Five as the daily fluency session.
- Until then, classes should continue with daily Fluent in Five activities to support arithmetic development.

These fluency sessions are a vital part of our school-wide approach to improving mathematical confidence and number sense. Please ensure they are planned for and delivered consistently.