Year 3 and 4 Yearly overview for maths 2020-2021

In Y3/4 we use White Rose to support our planning as well as NCETM resources.

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|  | Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 |
| Autumn | Assessments | | Place Value | | | | | | | | Addition and subtraction | | | | Multiplication and Division | | |
| Spring  TBA | Calculation fortnight | | | Fractions | | | | Calculation week | Calculations drip feed | | | | |  |  |  |  |
| Fractions and decimals | | | | |  |  |  |
| Summer  TBA | Calculation fortnight | | Time | | | | Mass and Capacity | | Perimeter  Area  Position and Direction | | | Statistics | | |  |  |  |

Areas to be covered that have not been taught and need to be at some point due to catch up in the Autumn term.

Shape 2D, 3D Angles

September 2020:

We were aware that many children had not made as much progress as they usually would due to the lockdown measures that occurred last academic year. Children were not secure in place value and number. Y3/4 staff have dedicated a whole half term to assess children and teach number. They used the Government Ready to progress document in order to ensure children are secure before they move on. They have also been using the White Rose materials and NCETM Mastery Assessments to teach and assess. We have spent the first couple of weeks after settling into school working slowly on place value, first recapping objectives from Year 2 and 3 before moving onto the current expectations for place value.

We have chosen just a few objectives and will soon teach our 2nd place value block. Before we start this we will do some exploring addition and subtraction using manipulatives and avoiding formal methods until we teach these methods in our first addition and subtraction block. This is in place of our calculation fortnight.

Our aims and principles are to embed mastery using lots of differing representations of number, using our new maths resources. We want children to enjoy and have fun with maths and be proud of their achievements.

Usual practice

**Overall intent for Years 3 and 4 maths**

Below are brief bullet points outlining our intent for maths for our Year 1 and 2 children.

A mathematician in Year 1 and 2 will be able to be:

* Confident mathematicians
* Able to have a good grasp of the 4 calculations
* Solid times tables skills Y3 2,3.4.5.6.8 Y4 all

Our aspirations and expectations for Year 3 and 4 are:

* All make expected or more progress
* Understand that it has implications for the real world and that it’s an important life skill.
* Able to independently problem solve and persevere with a good growth mindset.

Our cohort this year means that we have adapted our planning to ensure:

We have given SO much time to place value and the 4 calculations as the children were very far behind in being secure in these.