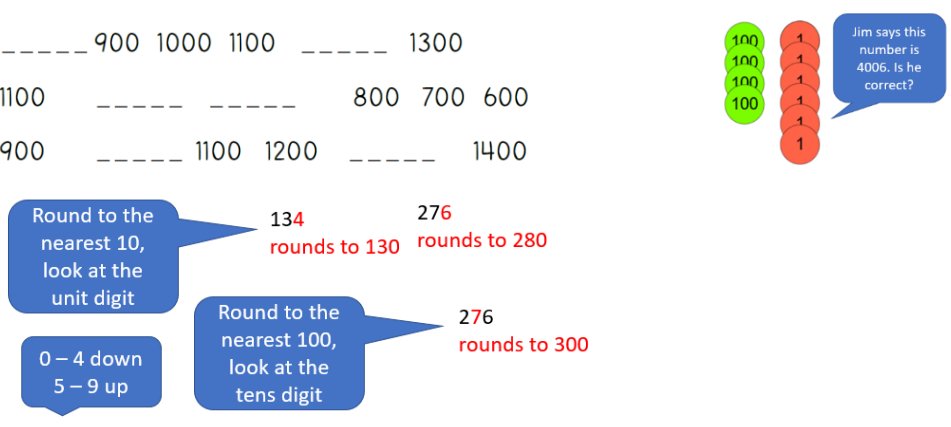
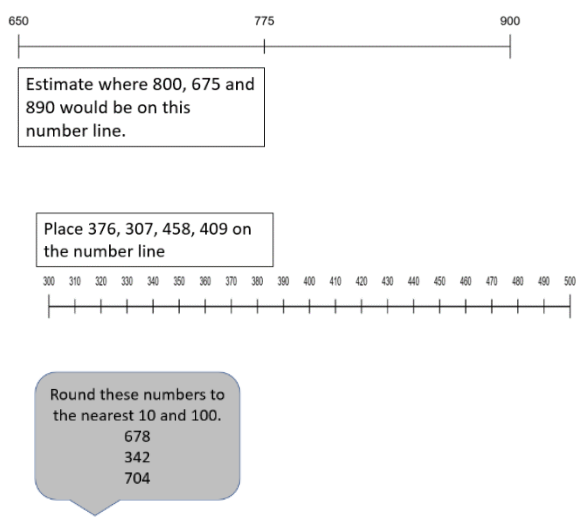
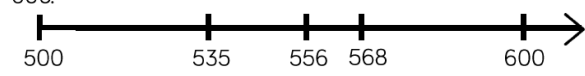
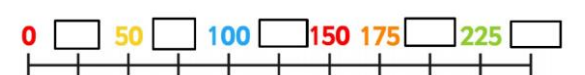
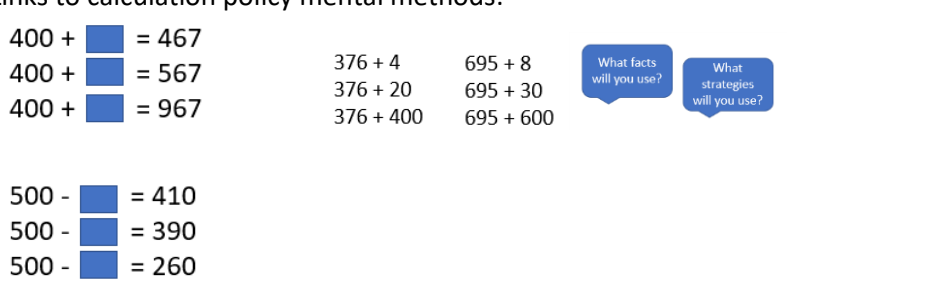
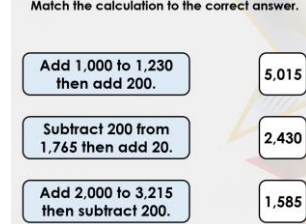


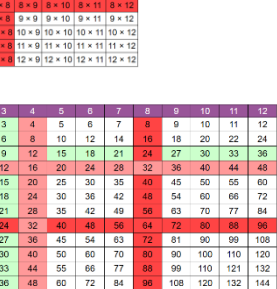
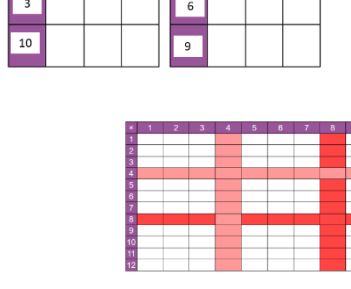
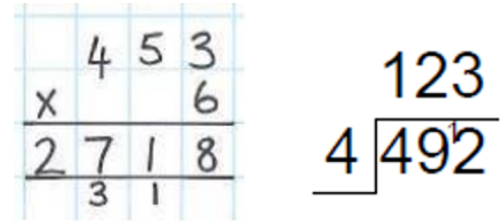
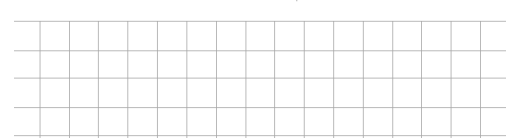
Medium Term Planning: Spring term– Y3/4.

Week.	Mathematical aspect	Non-negotiable end points Year 3.	Non-negotiable end points Year 4	Curriculum statements – Year 3.	Curriculum Statements. Year 4.
1.	Number and place value: Count in multiples, order and compare beyond 1000, Number sense	Knows the relative position of numbers. Knows zero as a place holder in three-digit numbers. Knows the rules of rounding.	Knows the number system from zero into negative numbers. Knows a variety of representations and is fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds. Knows how to maintain fluency in other multiples.	<ul style="list-style-type: none"><li>● To count from 0 in multiples of 4, 8, 50 and 100, finding 10 or 100 more or less than a given number.</li><li>● To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li><li>● To compare and order numbers up to 1000.</li><li>● To identify, represent and estimate numbers using different representations.</li><li>● To read and write numbers up to 1000 in numerals and in words.</li><li>● To solve number problems and practical problems involving these ideas.</li></ul>	<ul style="list-style-type: none"><li>● To count backwards through zero to include negative numbers.</li><li>● To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li><li>● To identify, represent and estimate numbers using different representations.</li><li>● To order and compare numbers beyond 1000.</li><li>● To round any number to the nearest 10, 100 or 1000.</li><li>● To count in multiples of 6, 7, 9, 25, 1000.</li><li>● To find 1000 more or less than a given number.</li></ul>
Links to resources and policy documents: 					<p>Say whether each number on the number line is closer to 500 or 600.</p>  <p>Round 535, 556 and 568 to the nearest 100 Use the stem sentence: ____ rounded to the nearest 100 is ____.</p> <p>Complete these number sequences:</p> <p>6, __, 18, __, __, 36</p> <p>7, __, __, 28, __, 42, __, 56</p> <p>9, 18, __, 36, __, 54, __, __, 81</p> 
2.	Addition and subtraction: Mental strategies	Knows efficient mental strategies including partitioning and adjusting for addition and subtraction.	Knows efficient mental strategies including partitioning and adjusting for addition and subtraction.	<ul style="list-style-type: none"><li>● To add and subtract numbers mentally, including:</li><li>● a three-digit number and ones</li><li>● a three-digit number and tens</li><li>● a three-digit number and hundreds.</li><li>● To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li></ul>	<ul style="list-style-type: none"><li>● To estimate and use inverse operations to check answers to a calculation;</li><li>● To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li></ul>
Links to calculation policy mental methods: 				<p>Correct the mistake 670 + 30 = 700 670 + <input type="text"/> = 750, so the missing value is 70.</p> <p>Correct the mistake 940 - 60 = 880 940 - <input type="text"/> = 780, so the missing value is 190.</p> <p>Which of these equations does 65 fit into to make it correct.</p> <p>325 + <input type="text"/> = 390 640 - <input type="text"/> = 575 795 = 740 + <input type="text"/></p>	<p>Match the calculation to the correct answer.</p>  <p>4,085 + 2,000 = 2,159 + 300 = 3,465 – 70 =</p>

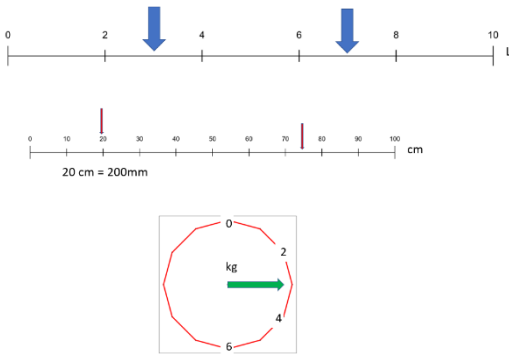
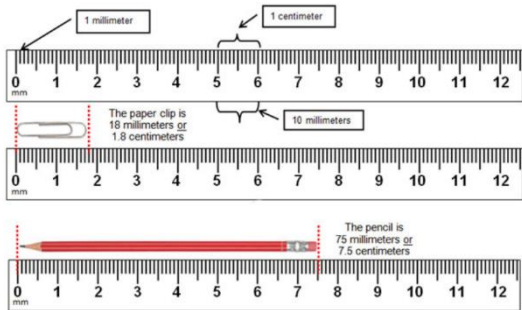
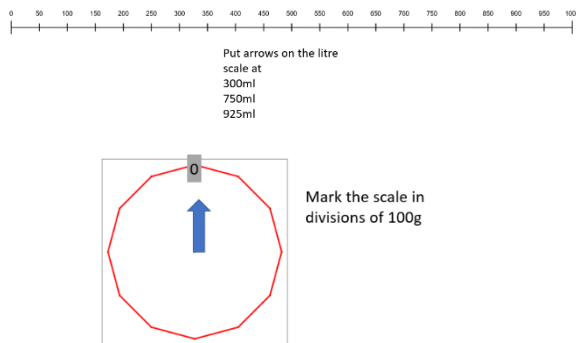
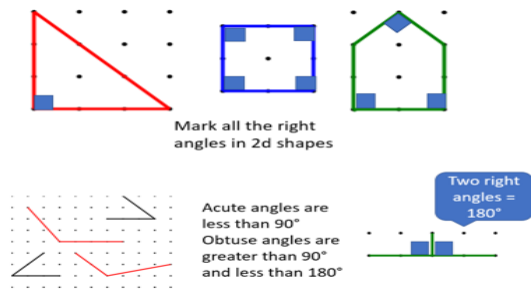
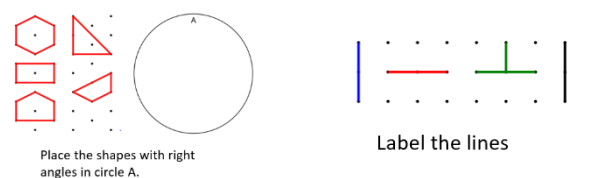

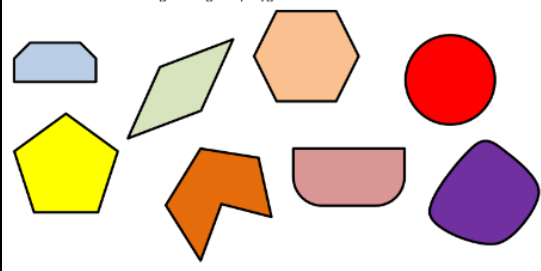
Medium Term Planning: Spring term– Y3/4.

3.	Addition and subtraction: Estimations and accuracy written methods	Knows how to calculate with columnar methods regrouping the tens and exchanging in subtraction.	Knows how to check the accuracy of addition and subtraction calculations	<ul style="list-style-type: none"><li>● To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction.</li><li>● To estimate the answer to a calculation and use inverse operations to check answers.</li><li>● To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li></ul>	<ul style="list-style-type: none"><li>● To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.</li><li>● To estimate and use inverse operations to check answers to a calculation.</li><li>● To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li><li>● To estimate, compare and calculate different measures, including money in pounds and pence.</li></ul>
Links to calculation policy expanded and compact methods.				<div><div><div><b>Columnar addition</b></div><div><math display="block">\begin{array}{r} 625 \\ + 48 \\ \hline 673 \\ 1 \end{array}</math><div>Regroup the 10</div></div><div><div><b>Columnar subtraction</b></div><div><math display="block">\begin{array}{r} 625 \\ - 286 \\ \hline 468 \end{array}</math><div>Exchange from tens, for units, hundreds for tens</div><div>Emphasis on language of place value, i.e. 14 units subtract 6 units, 14 tens subtract 8 tens, and 6 hundreds subtract 2 hundreds.</div></div><div><div>Which method?</div><div><math display="block">\begin{array}{r} 400 + 300 \\ 600 - 200 \\ 492 + 36 \\ 492 - 236 \end{array}</math><div><math display="block">\begin{array}{r} 53 \\ + 134 \\ \hline 69 \end{array}</math><math display="block">\begin{array}{r} 56 \\ - 134 \\ \hline 429 \end{array}</math><div>What are the missing digits?</div></div></div></div><div><div>Show how to add and subtract these numbers with 324.</div><div><div><math display="block">\begin{array}{r} 675 \\ 43 \\ 900 \\ 127 \end{array}</math><div><div>100</div><div>10</div><div>1</div></div></div><div><div><math display="block">\begin{array}{r} 100 \\ + 70 \\ + 3 \end{array}</math><div>Add 173 to 607</div><div><math display="block">\begin{array}{r} 607 \\ 328 \\ 519 \end{array}</math></div></div><div><div><math display="block">\begin{array}{r} 400 \\ - 30 \\ - 5 \end{array}</math><div>Subtract these from 435</div><div><math display="block">\begin{array}{r} 127 \\ 238 \\ 276 \end{array}</math></div></div></div></div><div><div>a) To calculate an approximate answer to <math>46\,929 - 21\,285</math>, round each number to the nearest 1000.</div><div><math display="block">\boxed{\phantom{00000}} - \boxed{\phantom{00000}} = \boxed{\phantom{00000}}</math></div><div>b) Work out the accurate answer.</div><div><math display="block">46\,929 - 21\,285 = \boxed{\phantom{00000}}</math></div></div></div></div></div></div></div>	
4.	Multiplication and division: Table facts Multiplying by 10	Knows the 2, 3, 4- and 8-times tables and the doubling patterns, odds and evens. Knows how to multiply using partitioning. Knows how to find corresponding division facts.	Knows and applies table facts for recall of multiplication and division facts when calculating.	<ul style="list-style-type: none"><li>● To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li><li>● To explain the effect of multiplying by 10 and multiples of 10</li><li>● To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods.</li><li>● To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li></ul>	<ul style="list-style-type: none"><li>● To recall multiplication facts for multiplication tables up to <math>12 \times 12</math>.</li><li>● To use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li><li>● To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which <math>n</math> objects are connected to <math>m</math> objects.</li></ul>






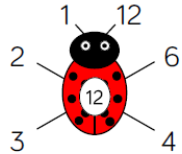
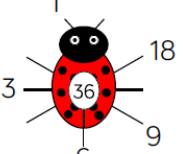

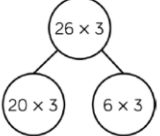
Medium Term Planning: Spring term– Y3/4.

 		<p>3 x 6 = 18 so 30 x 6 = 180</p> <p>Which of these are true? 30 x 8 = 240 4 x 60 = 240 40 x 5 = 240 80 x 3 = 240 6 x 4 = 240</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>True or false?</p> <math>75 \div 5 = 15</math>  <math>750 \div 10 = 75</math>  <math>84 \div 12 = 8</math>  <math>840 \div 10 = 40</math> </div>	<p>Make the target number of 84 using three of the digits below.</p> <div style="display: flex; align-items: center; justify-content: center;"> <span style="background-color: #e0f0ff; border: 1px solid black; padding: 2px 5px;">7</span> <span style="background-color: #fff0e0; border: 1px solid black; padding: 2px 5px;">5</span> <span style="background-color: #e0ffe0; border: 1px solid black; padding: 2px 5px;">3</span> <span style="background-color: #e0e0ff; border: 1px solid black; padding: 2px 5px;">4</span> <span style="background-color: #ffe0e0; border: 1px solid black; padding: 2px 5px;">6</span> <span style="background-color: #ffe0ff; border: 1px solid black; padding: 2px 5px;">2</span> </div> <div style="margin-top: 10px;"> <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> ×          <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> ×          <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> = 84       </div> <p>Use your knowledge of multiplication tables to complete these calculations.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <math>7 \times 6 =</math>  <math>7 \times 2 \times 3 =</math>  <math>8 \times 7 =</math>  <math>2 \times 4 \times 7 =</math>  <math>2 \times 2 \times 2 \times 7 =</math> </div> <div style="width: 45%;"> <math>12 \times 6 =</math>  <math>13 \times 6 =</math>  <math>12 \times 12 =</math>  <math>12 \times 13 =</math>  <math>12 \times 0 =</math> </div> </div> <p>Which calculations have the same answer? Can you explain why?</p>
<p>5.</p> <p>Multiplication and division: multiplying using a method and dividing with remainders</p>	<p>Knows how to partition numbers when multiplying in a grid/short method. Knows how to divide and record remainders. Knows how to recognise multiples of a divisor.</p>	<ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>	<ul style="list-style-type: none"> <li>To recall multiplication facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>To use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>
<p>Links to calculation policy expanded methods.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p><b>Short multiplication Expanded</b></p> <math display="block">\begin{array}{r} 23 \\ \times 8 \\ \hline 160 \end{array}</math> <p>(8 x 3) (8 x 20)</p> <p><b>Short division</b> <math>72 \div 3 =</math></p> <math display="block">\begin{array}{r} 24 \\ 3 \overline{) 72} \\ \underline{6} \phantom{0} \\ 12 \\ \underline{12} \\ 0 \end{array}</math> <p>'72 divided by 3. 7 tens shared equally between 3 is 2 with a remainder of 1 ten. Exchange the 1 ten for 10 units. I now have 12 units which shared equally between 3 is 4. The answer is 24.'</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p>Solve these equations</p> <math>75 \times 5 =</math>  <math>36 \times 4 =</math>  <math>22 \times 8 =</math> </div> <div style="text-align: left;"> <p>Solve these equations</p> <math>95 \div 5 =</math>  <math>56 \div 4 =</math>  <math>84 \div 2 =</math> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: left;"> <p>26 ÷ 5 = 5 r1 76 ÷ 5 = 15 r1 So I know that any number divided by 5 that ends in a 6 will have r1. Prove it.</p> </div> <div style="text-align: left;"> <p>Which is the best method for</p> <math>25 \times 4</math>  <math>36 \times 8</math>  <math>17 \times 3</math> </div> </div>	<p>Work out the following calculations. You can use the square grid to help.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>a) <math>84 \div 3 =</math></p> <p>c) <math>1715 \div 7 =</math></p> </div> <div style="width: 45%;"> <p>b) <math>282 \div 6 =</math></p> <p>d) <math>1782 \div 5 =</math></p> </div> </div> <div style="margin-top: 20px;">  </div>	

Medium Term Planning: Spring term– Y3/4.

6.	Measurement: measuring accurately in the correct units Converting between units of measures.	Knows how to measure accurately reading the marked divisions in the appropriate units	Knows how to use multiplication to convert from larger to smaller units.	●To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	● To convert between different units of measures (for example km to m, hour to minute)																	
																						
				<div>1. Complete the statements about measures.</div> <div>a) 5 kilometres = _____ metres      d) 2 grams = _____ milligrams</div> <div>b) 3 metres = _____ centimetres      e) _____ kilograms = 2400 grams</div> <div>c) 8.5 centimetres = _____ millimetres      f) 6 litres = _____ millilitres</div>																		
7.	Geometry; Describing and classifying shapes including angles	Know and recognise right angles in 2d shapes. Knows acute and obtuse in relation to right angles. Knows how to describe lines using mathematical terms	Knows how to identify acute and obtuse angles. Knows that two right angles form a straight line.	<ul style="list-style-type: none"><li>● To recognise angles as a property of shape and associate angles with turning.</li><li>● To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</li><li>● To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</li></ul>	<ul style="list-style-type: none"><li>● To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li><li>● To identify lines of symmetry in 2D shapes presented in different orientations.</li><li>● To complete a simple symmetric figure with respect to a specific line of symmetry.</li><li>● To identify acute and obtuse angles and compare and order angles up to two right angles by size.</li></ul>																	
				<table><tr><th>Shape</th><th>Number of right angles</th><th>Number of acute angles</th><th>Number of obtuse angles</th></tr><tr><td>A</td><td></td><td></td><td></td></tr><tr><td>B</td><td></td><td></td><td></td></tr><tr><td>C</td><td></td><td></td><td></td></tr></table> <div>Complete the table</div> <div></div> <div>Place the shapes with right angles in circle A.</div> <div>Label the lines</div>		Shape	Number of right angles	Number of acute angles	Number of obtuse angles	A				B				C				<div>Use the criteria to describe the shapes.</div> <div></div> <div><div>four sides</div><div>2 pairs of parallel sides</div><div>four equal sides</div></div> <div><div>polygon</div><div>1 pair of parallel sides</div><div>4 right angles</div></div> <div><div>Which of the following are regular polygons? Tick the ones that are.</div></div>
Shape	Number of right angles	Number of acute angles	Number of obtuse angles																			
A																						
B																						
C																						

Medium Term Planning: Spring term– Y3/4.

8.	Measurement: Written methods addition and subtraction, calculating with money	Knows the correct notation and strategies for calculating with money.	Knows how to add and subtract using standard written algorithms including in the context of money.	<ul style="list-style-type: none"><li>● To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction.</li><li>● To add and subtract amounts of money to give change, using both £ and p in practical contexts.</li></ul>	<ul style="list-style-type: none"><li>● To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.</li><li>● To estimate and use inverse operations to check answers to a calculation.</li><li>● To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li></ul>
<div>Using £ notation and the decimal point</div> <div>£ 678.00 - £ 126.00 ----- 752.00</div> <div>Lining up the place value.</div> <div>£ 345.00 + £ 62.98 ----- 407.98</div> <div>Which is the correct notation?</div> <div>£567.54p £567.54</div>				<div><p>Jenny wants to buy this bicycle. It costs £149.99. She has saved up £102.56 so far. How much more does she need to save?</p></div> <div><p>Ben bought the Ultra Ace tennis racket for £124.45. He also bought 12 tennis balls for £32.99. How much did Ben spend altogether?</p></div>	<div>A can of soup holds 500 ml and costs 70p.  How much does 2 litres of soup cost?</div> <div>A tin of paint holds 2.5 litres and costs £9.50. Alex buys 4 tins of paint and a roller for £3.99. What did Alex pay in total?</div>
9.	All four operations: Factor pairs, laws of arithmetic.	Knows how to select an efficient method when calculating with all four operations	Knows the efficient methods of calculating in all four operations. Knows how to find factor pairs. Knows the distributive law along with commutative and associative laws.	<ul style="list-style-type: none"><li>● To estimate the answer to a calculation and use inverse operations to check answers;</li><li>● To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li><li>● To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; (<i>from Year 4</i>)</li><li>● To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li></ul>	<ul style="list-style-type: none"><li>● To estimate and use inverse operations to check answers to a calculation.</li><li>● To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li><li>● To recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li><li>● To recognise and use factor pairs and commutativity in mental calculations.</li><li>● To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which <math>n</math> objects are connected to <math>m</math> objects.</li></ul>
<p>Links to resources and policy documents:</p> <div>Complete the factor pairs for 12</div> <div><math>1 \times \square = 12</math></div> <div><math>\square \times 6 = 12</math></div> <div><math>\square \times \square = 12</math></div> <div>Use your knowledge of multiplication tables to complete these calculations.</div> <div><math>7 \times 6 =</math> <math>7 \times 2 \times 3 =</math> <math>8 \times 7 =</math> <math>2 \times 4 \times 7 =</math> <math>2 \times 2 \times 2 \times 7 =</math></div> <div><math>12 \times 6 =</math> <math>13 \times 6 =</math> <math>12 \times 12 =</math> <math>12 \times 13 =</math> <math>12 \times 0 =</math></div> <div>Which calculations have the same answer? Can you explain why?</div> <div>Here is an example of a factor bug for 12</div> <div>Complete the factor bug for 36</div> <div></div> <div></div>				<div><math>26 \times 3</math></div> <div></div> <div>Use this method to work out:</div> <div><math>36 \times 3</math> <math>24 \times 6</math> <math>45 \times 4</math></div> <div>Calculate:</div> <div><div>a) <math>145 + 7</math></div><div>b) <math>145 + 70</math></div><div>c) <math>145 + 200</math></div></div> <div><div>d) <math>356 - 9</math></div><div>e) <math>356 - 50</math></div><div>f) <math>356 - 200</math></div></div>	<div><div>i) <math>8 \times 7 =</math></div><div>ii) <math>\times 6 = 42</math></div><div>iii) <math>8 \times = 72</math></div><div>iv) <math>54 \div 6 =</math></div></div> <div><div>v) <math>\div 7 = 12</math></div><div>vi) <math>132 \div = 12</math></div><div>vii) <math>12 \times 3 = \times 6</math></div><div>viii) <math>\times 12 = 8 \times 6</math></div></div> <div>George says <math>4126 - 2363 = 2243</math> because:</div> <div><math display="block">\begin{array}{r} '4000 - 2000 = 2000 \\ 300 - 100 = 200 \\ 60 - 20 = 40 \\ 6 - 3 = 3 \\ \text{so } 4126 - 2363 = 2243' \end{array}</math></div> <div>Do you agree with George?</div>

Medium Term Planning: Spring term– Y3/4.

10.	Fractions: representing, comparing and ordering unit non unit fractions. Adding and subtracting unit/non unit fractions.	Knows how to add and subtract within the same denominator.	Knows how to add and subtract fractions with the same denominator.	<ul style="list-style-type: none"><li>● To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li><li>● To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li><li>● To compare and order unit fractions, and fractions with the same denominators.</li><li>● To add and subtract fractions with the same denominator within one whole (<math>5/7 + 1/7 = 6/7</math>).</li><li>● To solve problems that involve all of the above.</li></ul>	<ul style="list-style-type: none"><li>● To add and subtract fractions with the same denominator.</li><li>● To 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.</li></ul>
<div><div></div><div><math>\frac{1}{4} + \frac{3}{4} = \frac{4}{4}</math></div></div> <div><div></div><div><math>\frac{6}{10} - \frac{3}{10} = \frac{3}{10}</math></div></div> <div><div></div><div><math>\frac{2}{7} + \frac{3}{7} = \frac{5}{7}</math></div></div> <div></div>				<div><div></div><div>Write three fraction equations for this model.</div></div> <div><div>Answer</div><div><math>\frac{3}{8} + \frac{4}{8} =</math></div><div><math>\frac{5}{7} - \frac{2}{7} =</math></div></div> <div><div>True or false?</div><div><math>\frac{5}{6} + \frac{2}{6} = \frac{7}{12}</math></div><div><math>\frac{13}{20} - \frac{3}{20} = \frac{1}{2}</math></div></div>	<div><div><div><div>a) <math>\frac{1}{3} + \frac{2}{3} =</math></div><div>b) <math>\frac{5}{7} - \frac{2}{7} =</math></div></div><div><div>c) <math>\frac{2}{5} + \frac{2}{5} =</math></div><div>d) <math>\frac{1}{8} + \frac{5}{8} - \frac{3}{8} =</math></div></div></div><div><div>a) <math>\frac{1}{2} + \frac{1}{4} =</math></div><div>b) <math>\frac{4}{5} + \frac{3}{10} =</math></div></div></div>
11.	Fractions; Solving problems and decimals	Knows that tenths occur when an object or number is divided into 10 equal parts.	Knows how to write decimal equivalents of any number of tenths and hundredths	<ul style="list-style-type: none"><li>● To 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;</li></ul>	<ul style="list-style-type: none"><li>● To recognise and write decimal equivalents of any number of tenths or hundredths.</li><li>● To recognise and write decimal equivalents to <math>\frac{1}{4}, \frac{1}{2}, \frac{3}{4}</math></li><li>● To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.</li><li>● To round decimals with one decimal place to the nearest whole number.</li><li>● To compare numbers with the same number of decimal places up to two decimal places.</li></ul>

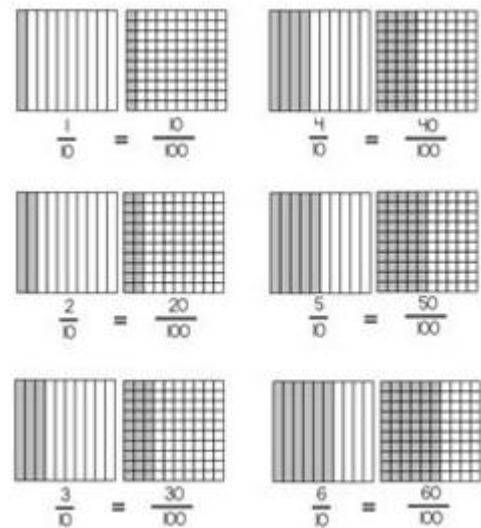
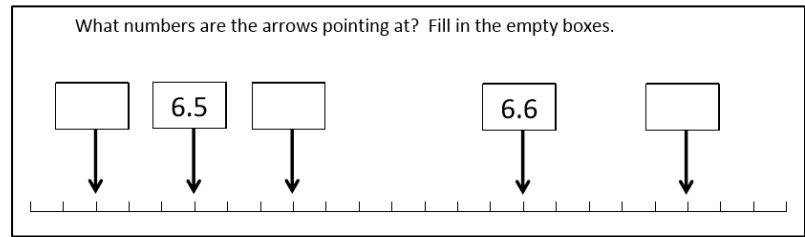


Medium Term Planning: Spring term– Y3/4.

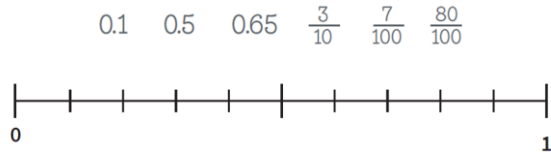
Links to resources and policy documents:

Write these fractions as decimals  $\frac{3}{10}$   $\frac{1}{100}$   $\frac{50}{100}$

Image	Words	Fraction	Decimals
	56 hundredths		
		$\frac{17}{100}$	
			0.2



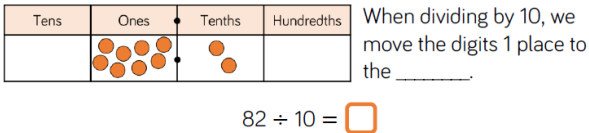
Order these decimals and fractions, using a number line.



Complete the table using the correct decimal equivalent:

Fraction	Decimal
$\frac{1}{2}$	
$\frac{1}{4}$	
$\frac{3}{4}$	

Here is a 2-digit number on a place value chart.



12.

Statistics:  
read, present and  
interpret pictograms,  
bar charts line graphs  
and tables  
Solve problems from  
data

Knows how to  
interpret and analyse  
data.

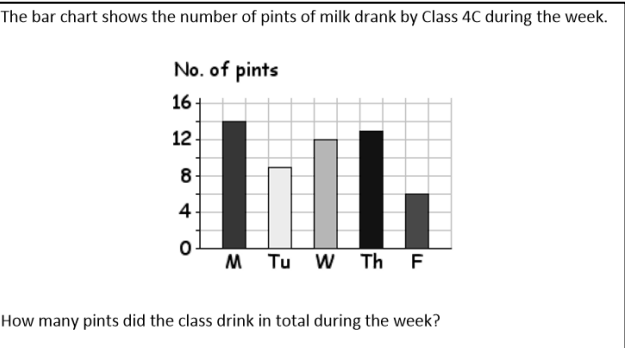
Knows how to interpret  
and analyse graphs and  
charts to solve problems.

- To interpret and present data using bar charts, pictograms and tables
- To solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables.

- To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.

Sports	Children in Y3
Football	8
Tennis	7
Athletics	6
Swimming	9

Children in Y3 like sports.  
How many children are in Y3?  
How many more children like football and tennis than swimming?



Complete the pictogram

Month	Bookings	People
June		
July		
August		

= 4 bookings   = 8 people

