

Year 3, Autumn Term 1

Wk Strands

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|---|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | MAS Mental addition and subtraction; PRA Problem solving, reasoning and algebra |
| 2 | NPV Number and place value; MAS Mental addition and subtraction; PRA Problem solving, reasoning and algebra |
| 3 | MMD Mental multiplication and division; PRA Problem solving, reasoning and algebra |
| 4 | PRA Problem solving, reasoning and algebra; MEA Measurement; GPS Geometry: properties of shapes; STA Statistics |

Progression Focus

Addition and subtraction

Weeks 1 and 2 focus on revising the understanding and use of place value and number facts in mental addition and subtraction.

Addition and subtraction

Weeks 1 and 2 focus on revising the understanding and use of place value and number facts in mental addition and subtraction.

Multiplication and division

Week 3 focuses on key multiplication and division facts and on doubling and halving.

Time; 3D shapes

Week 4 focuses on telling the time with increasing accuracy, and identifying, describing and sorting 3D shapes.

Weekly Summary

Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Recall or quickly find multiples of 5 bonds to 100
- Use number bonds and number patterns to add and subtract 1-digit numbers from 2-digit numbers
- Add several numbers, spotting doubles and bonds

Please see [Mastery Checkpoint 3.1.1](#) ([Teacher Guide 3.1.1](#))

Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value

Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving

Mastery Checkpoint

- Recall doubles of numbers 1 to 20, derive the related halves and apply reasoning skills to choose numbers that will give the longest halving chains
- Double 2-digit numbers to 50 and halve 2-digit numbers up to 100

Please see [Mastery Checkpoint 3.3.2](#) ([Teacher Guide 3.3.2](#)) for more information.

Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Draw and make 3D shapes using modelling materials
- Recognise 3D shapes in different orientations and describe



5	NPV Number and place value; MAS Mental addition and subtraction; PRA Problem solving, reasoning and algebra	Place value; difference Week 5 focuses on placing 2- and 3-digit numbers on a line and using an empty number line to find differences.	them Please see Mastery Checkpoint 3.4.3 (Teacher Guide 3.4.3) Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations Mastery Checkpoint There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: <ul style="list-style-type: none"> Read and write numbers up to 1000 in numerals and in words Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Please see Mastery Checkpoint 3.5.4 (Teacher Guide 3.5.4)
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Year 3, Autumn Term 2

Wk	Strands	Progression Focus	Weekly Summary
6	MMD Mental multiplication and division; FRP Fractions, ratio and proportion; PRA Problem solving, reasoning and algebra	Multiplication and division; fractions Week 6 focuses on doubling and halving, and understanding a half and other unit fractions.	Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers Mastery Checkpoint There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: <ul style="list-style-type: none"> Understand fractions as parts of a whole and compare unit fractions Understand that a fraction is an equal part of a whole and that a non-unit fraction is several parts Please see Mastery Checkpoint 3.6.5 (Teacher Guide 3.6.5) <ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of object: unit fractions and non-unit fractions with small denominators, e.g. $\frac{1}{2}$, $\frac{1}{3}$s and $\frac{1}{4}$s of multiples of 2, 3 and 4, using visual representations Please see Mastery Checkpoint 3.6.6 (Teacher Guide 3.6.6)
7	MEA Measurement; PRA Problem solving, reasoning and algebra; MAS Mental addition and subtraction	Place value in addition and subtraction Week 7 focuses on understanding place value, including in money, and on using partitioning in adding and subtracting.	Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining. Mastery Checkpoint There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:



8	MEA Measurement; GPS Geometry: properties of shapes	Length; capacity Week 8 focuses on the SI units and measurement of length and capacity.	<ul style="list-style-type: none"> Solve number and practical problems using place value to add and subtract amounts of money <p>Please see Mastery Checkpoint 3.7.7 (Teacher Guide 3.7.7)</p> <ul style="list-style-type: none"> Use knowledge of bonds to add to the next multiple of 10 and then on to 100 Begin to derive pairs of numbers that total 100 <p>Please see Mastery Checkpoint 3.7.8 (Teacher Guide 3.7.8)</p> <p>Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres</p> <p>Mastery Checkpoint</p> <p>There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:</p> <ul style="list-style-type: none"> Use standard units to estimate and measure: - length: measure on a ruler to the nearest 1/2cm <p>Please see Mastery Checkpoint 3.8.9 (Teacher Guide 3.8.9)</p>
9	NPV Number and place value; MAS Mental addition and subtraction; PRA Problem solving, reasoning and algebra	Place value; difference Week 9 focuses on using number lines to compare and round numbers and to find differences.	<p>Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100</p>
10	MMD Mental multiplication and division; PRA Problem solving, reasoning and algebra; MAS Mental addition and subtraction	Revision Week 10 provides revision of key calculation strategies and their use in word problems.	<p>Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems</p> <p>Mastery Checkpoint</p> <p>There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables Understand that division is the inverse of multiplication <p>Please see Mastery Checkpoint 3.10.10 (Teacher Guide 3.10.10)</p>

Year 3, Spring Term 1

Wk	Strands	Progression Focus	Weekly Summary
11	NPV Number and place value; MAS Mental addition and subtraction; PRA Problem solving, reasoning	Place value Week 11 focuses on embedding a thorough understanding of place value and properties	Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of



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and algebra

of numbers.

10, 50 and 100.

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Understand 2- and 3-digit numbers; find 1, 10 or 100 more or less than a given number without difficulty
- Count from 0, in steps of 10, 50 and 100, and find 10 or 100 more or less than a given number; spot patterns in both systems to solve problems

Please see [Mastery Checkpoint 3.11.11](#) ([Teacher Guide 3.11.11](#))

Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Understand the relationship between doubling and halving
- Multiply 2-digit numbers by 4 by doubling twice, and divide 2-digit numbers by 4 by halving twice (whole-number answers)

Please see [Mastery Checkpoint 3.12.12](#) ([Teacher Guide 3.12.12](#))

Identify $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{6}$ s, and $\frac{1}{8}$ s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Recognise and show, using diagrams, equivalent fractions with small denominators
- Mark and identify simple fractions on 0 to 1 lines

Please see [Mastery Checkpoint 3.13.13](#) ([Teacher Guide 3.13.13](#))

Recognise right angles and know they are 90° ; understand angles are measured in degrees; recognise $^\circ$ as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

12 **MAS** Mental addition and subtraction; **MMD** Mental multiplication and division; **STA** Statistics; **PRA** Problem solving, reasoning and algebra

Addition; times tables

Week 12 focuses on using partitioning in addition; and on the 2, 3, 4, 5, 8 and 10 times tables.

13 **FRP** Fractions, ratio and proportion; **PRA** Problem solving, reasoning and algebra

Fractions

Week 13 focuses on fractions as numbers, finding equivalent fractions, placing fractions on a line, and on fractions as operators, finding fractions of amounts.

14 **GPS** Geometry: properties of shapes; **GPD** Geometry: position and direction; **MEA** Measurement

Angles; 2D shapes

Week 14 focuses on angles, including right angles, measurement of turn, and the $^\circ$ symbol; and on properties of 2D shapes and finding perimeters.



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15 **NPV** Number and place value; **MAS** Mental addition and subtraction

Addition and subtraction

Weeks 15, 16 and 17 focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.

- Identify and draw 2D shapes, and describe their properties

Please see [Mastery Checkpoint 3.14.14](#) ([Teacher Guide 3.14.14](#))

- Identify right angles, recognise that 2 right angles make a half turn, 3 make 3/4 of a turn and 4 complete a turn; identify whether angles are greater than or less than a right angle

Please see [Mastery Checkpoint 3.14.15](#) ([Teacher Guide 3.14.15](#))

Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

- Identify, represent and estimate numbers using different representations including a number line
- Round numbers to the nearest 10 and 100, using a number line

Please see [Mastery Checkpoint 3.15.16](#) ([Teacher Guide 3.15.16](#))

- Subtract 2-digit numbers from 3-digit numbers, and begin to subtract 3-digit numbers from 3-digit numbers, using counting up and by looking for patterns in the digits
- Count up to find change from £5 and £10 (multiples of 5p)
- Solve simple word problems using addition or subtraction

Please see [Mastery Checkpoint 3.15.17](#) ([Teacher Guide 3.15.17](#))

Year 3, Spring Term 2

Wk Strands

16 **NPV** Number and place value; **PRA** Problem solving, reasoning and algebra; **WAS** Written addition and subtraction

17 **MAS** Mental addition and subtraction; **WAS** Written addition and subtraction; **PRA** Problem solving, reasoning and

Progression Focus

Addition and subtraction

Weeks 15, 16 and 17 focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.

Addition and subtraction

Weeks 15, 16 and 17 focus on the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column

Weekly Summary

Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded)

Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using



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algebra

methods of addition.

a mental method or expanded column addition (written method)

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Add numbers mentally, including 2-digit and 3-digit numbers
- Begin to add numbers with up to 3 digits, using formal written methods of columnar addition (1s greater than 10s or 10s greater than 100s)
- Investigate patterns when adding numbers, estimate the answer to a calculation and begin to use a systematic approach, including using inverse operations, to check answers

Please see [Mastery Checkpoint 3.17.18](#) ([Teacher Guide 3.17.18](#))

18 **MEA** Measurement

Time

Week 18 focuses on time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems.

Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Tell and write the time to the nearest minute from an analogue clock, including using Roman Numerals from I to XII, or a digital clock
- Calculate time intervals and compare durations of events
- Know the number of seconds in a minute

Please see [Mastery Checkpoint 3.18.19](#) ([Teacher Guide 3.18.19](#))

19 **NPV** Number and place value;
MAS Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra

Place value; subtraction

Week 19 focuses on using number lines to facilitate an understanding of place value in 3-digit numbers, and as an efficient method of performing subtraction involving 3-digit numbers.

Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Compare and order numbers up to 1000, using 'more than' and 'less than' signs

Please see [Mastery Checkpoint 3.19.20](#) ([Teacher Guide 3.19.20](#))

20 **MMD** Mental multiplication and division; **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra

Multiplication and division

Week 20 focuses on developing multiplication strategies using doubling and halving and the grid method; division is related to multiplication and this relationship is used to solve missing number problems.

Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from



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the Progression Map:

- Multiply numbers between 10 and 25 by 3, 4 and 5
- Begin to use the grid method to multiply 2-digit numbers from 10 to 25 by 1-digit numbers

Please see [Mastery Checkpoint 3.20.21](#) ([Teacher Guide 3.20.21](#))

Year 3, Summer Term 1

Wk Strands

Progression Focus

Weekly Summary

21 **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra; **FRP** Fractions, ratio and proportion

Addition and subtraction
Week 21 focuses on securing understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting fractions.

Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of $\frac{1}{2}$; add and subtract fractions with the same denominator

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

- Use number facts to add and subtract numbers mentally, including a 3-digit number and 1s, a 3-digit number and 10s, and a 3-digit number and 100s, and explain their methods

Please see [Mastery Checkpoint 3.21.22](#) ([Teacher Guide 3.21.22](#))

- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators

Please see [Mastery Checkpoint 3.21.23](#) ([Teacher Guide 3.21.23](#))

22 **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra; **WMD** Written multiplication and division

Multiplication and division
Weeks 22 and 23 focus on developing understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.

Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2-digit numbers by 3, 4, 5 and 8 using the grid method

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables

Please see [Mastery Checkpoint 3.22.24](#) ([Teacher Guide 3.22.24](#))

23 **MMD** Mental multiplication and division; **WMD** Written multiplication and division

Multiplication and division
Weeks 22 and 23 focus on developing understanding and skills in multiplication and

Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products



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division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to formal written methods, for example divide by 3, 4, 5, 8 with and without remainders (answers less than 20)
- Divide numbers just beyond the range of known table facts by subtracting 10 times the divisor

Please see [Mastery Checkpoint 3.23.25](#) ([Teacher Guide 3.23.25](#))

24 **STA** Statistics; **PRA** Problem solving, reasoning and algebra; **MEA** Measurement

Statistics and data; weight

Week 24 focuses on drawing and interpreting pictograms and bar graphs with different scales, and on using these to record and analyse data in the context of measuring weights.

Draw and interpret bar charts and pictograms where one square/symbol represents two units; compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g; draw and interpret bar charts where one square represents one hundred units

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (L/ml)

Please see [Mastery Checkpoint 3.24.26](#) ([Teacher Guide 3.24.26](#))

- Interpret and present data using bar charts, pictograms and tables
- Solve 1-step and 2-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables

Please see [Mastery Checkpoint 3.24.27](#) ([Teacher Guide 3.24.27](#)) ([Additional Resource 3.24.27](#))

25 **MAS** Mental addition and subtraction; **WAS** Written addition and subtraction; **PRA** Problem solving, reasoning and algebra

Addition and subtraction

Weeks 25, 26 and 27 focus on mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.

Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition

Year 3, Summer Term 2

Wk Strands

26 **WAS** Written addition and subtraction; **MAS** Mental addition and subtraction

Progression Focus

Addition and subtraction
Weeks 25, 26 and 27 focus on mental and

Weekly Summary

Use column addition to add three 2- and 3-digit numbers together and four 2- and 3-digit numbers together; subtract 3-digit numbers using



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written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.

Addition and subtraction

Weeks 25, 26 and 27 focus on mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.

counting up; solve word problems choosing an appropriate method

Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction

Mastery Checkpoint

There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

- Subtract numbers with up to 3 digits by counting up (difference less than 100); work systematically to find possibilities and begin to explain mathematical patterns

Please see [Mastery Checkpoint 3.27.28](#) ([Teacher Guide 3.27.28](#))

Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

- Measure the perimeter of simple 2D shapes

Please see [Mastery Checkpoint 3.28.29](#) ([Teacher Guide 3.28.29](#))

- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

Please see [Mastery Checkpoint 3.28.30](#) ([Teacher Guide 3.28.30](#))

Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of single-digit numbers

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

- Write and calculate mathematical statements for multiplication

27 **WAS** Written addition and subtraction; **MEA** Measurement; **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra

28 **GPS** Geometry: properties of shapes; **MEA** Measurement

2D shapes; time

Week 28 focuses on developing understanding and vocabulary of shape and angle, including measuring perimeters; and on telling the time 5, 10, 20 minutes later using am/pm and 24-hour clock.

29 **WMD** Written multiplication and division; **PRA** Problem solving, reasoning and algebra; **MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion; **DPE** Decimals, percentages and their equivalence to fractions

Multiplication and division; fractions

Week 29 focuses on consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts.



- 30 **MAS** Mental addition and subtraction; **WAS** Written addition and subtraction; **PRA** Problem solving, reasoning and algebra; **WMD** Written multiplication and division; **MMD** Mental multiplication and division
- Revision**
- Week 30 focuses on rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication and division.

using multiplication tables, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods, for example using grid methods to multiply 2-digit numbers by 3, 4, 5, and 8

- Begin to make generalisations and solve problems, including missing number problems and word problems, involving 2-digit by 1-digit multiplication or division

Please see [Mastery Checkpoint 3.29.31](#) ([Teacher Guide 3.29.31](#))

- Recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10

Please see [Mastery Checkpoint 3.29.32](#) ([Teacher Guide 3.29.32](#))

Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts

Mastery Checkpoint

There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map:

- Choose an appropriate strategy (mental or written) to solve addition of 3-digit numbers
- Add numbers with up to 3 digits using column addition and using reasoning and trial and improvement

Please see [Mastery Checkpoint 3.30.33](#) ([Teacher Guide 3.30.33](#))

- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Estimate the answer to a calculation and use inverse operations to check answers (use addition to check subtraction)

Please see [Mastery Checkpoint 3.30.34](#) ([Teacher Guide 3.30.34](#))

