Maths MTP Term: Autumn 1 Sycamore

Oak View Academy
Believe, Expect, Succeed

W.C	Maths objective (LO)	Differentiation		Key Skills	
		SEN	Challenge		
02.09.21	**PLACE VALUE** **Y3 Pre-assessment*** **-Recap numbers to 1000 lesson**	Base 10 to become familiar with any number up to 1000 Chn will be required to see number's with zeros in different columns and this needs to be experiences with multiple concrete and pictorial representations. Representations of 3 digit numbers in multiple ways- numerals/base 10 Representations using a place value grid.	NCETM Greater Depth questions White Rose Hub reasoning and problem solving Don Noa Ting Children provided with WRM questions prompting for reasoning and problem solving- starting on a question that is more challenging depending on understanding of concept. Number lines shown with or without start/end numbers already placed on it.	Using and understanding additive composition of ten for understanding 1000	
06.09.21	**PLACE VALUE** **-Recap 100s, 10s and 1s** **-Recap number line to 1000** **Round to the nearest 10** **Round to the nearest 100** **Count in 1000s**	Starting to look at the position of a 2 digit number on a number line. Apply understanding of 3 digit numbers. MUST understand the importance of 5 and the idea that although it is in the middle of 0 and 10 that by convention any number ending in 5 always rounds up to the nearest 10. Explore what 1000 is through concrete and pictorial resources- recognise that 1000 is made up of 10 lots of	Chn to compare rounding to the nearest 10 (looking at the 1s column) to rounding to the nearest 100 (looking at the 10s column) Chn to use their knowledge of multiples of 100 to understand which 2 multiples of 100 a number sits between (support with rounding to the nearest 100)	Using and understanding additive composition of ten for understanding 1000	

		100,			
13.09.21	**PLACE VALUE** **1000s, 100s, 10s, 1s** **Partitioning** **Number line to 10,000** **Find 1, 10, 100 more or less** **1,000 more or less**	Concrete resources to support learners and differentiated activities Differentiated learning activities- consolidating Y3 knowledge- presenting/ interpreting data through the use of bar graphs. Use of counters/ base 10 or numerals to represent answers of 1000 more or less.	NCETM Greater Depth questions White Rose Hub reasoning and problem solving Don Noa Ting Represent numbers using concrete manipulatives draw them pictorially and write them using numerals	Using and understanding additive composition of ten for understanding 1000	
20.09.21	**PLACE VALUE** **compare numbers** **Order numbers** **Round to the nearest 1000** **Count in 25s** **Negative numbers**	Concrete resources to support learners and differentiated activities When rounding to the nearest 1000 children should look at the digits in the hundreds column. Chn will count in 25s to spot patterns, use their knowledge of 50s and 100s to become fluent in 25s	NCETM Greater Depth questions White Rose Hub reasoning and problem solving Don Noa Ting. Recognise that there are numbers below zero- link to real life situations- water/ depth/ temperatures Roman numerals build on understanding from Y3 (clockface up to 12) learning up to 100. What is the same?/ What is different between the number systems- there is no symbol for zero therefore no place holders.	Using and understanding additive composition of ten to add and subtract with three digit numbers	
27.09.21	**PLACE VALUE** **Roman numerals to 100**	Concrete resources to support learners and differentiated activities	NCETM Greater Depth questions White Rose Hub reasoning	Applying understanding of	

	Complete end of unit assessment Y4 Place value. **ADDITION AND SUBTRACTION** **Y3 Pre-unit assessment** **Add and subtract 1s, 10s, 100s, 1000s** **Recap- Add two 3-digit numbers not crossing 10 or 100.**	Chn to build on prior learning of adding and subtracting hundreds, tens and ones Use concrete representations- base 10/ place value counters before moving to abstract and mental methods.	and problem solving Don Noa Ting Focus on the lining up of digits- setting the additions out clearly in columns Misconceptions* exchanging tens and ones when not required. Reinforce that we only exchange when there are 10 or more in a column.	adding and subtracting with three-digit numbers	
04.10.21	**ADDITION AND SUBTRACTION** **Add two 4-digit numbers- no exchange** **Recap- Add two 3-digit numbers crossing 10 or 100.** **Add two 4-digit numbers (1 exchange)** **Add two 4-digit numbers- more than one exchange.** **Recap- subtract a 3-digit number from a 3-digit number (no exchange)**	Concrete resources to support learners Chn to use understanding of addition of 3-digit numbers to add two 4-digit numbers with no exchange. Use concrete equipment and place value grid to support understanding alongside column addition.	NCETM Greater Depth questions White Rose Hub reasoning and problem solving Even confident children must still use base 10/place value counters to model their understanding and to ensure that the children continue to show the written method alongside the concrete so that they understand WHY the exchange is taking place.	Counting and using known facts to find multiples of 3, 6, 9, 11, 12	

11.10.21	**ADDITION AND SUBTRACTION** **Subtract two 4-digit numbers no exchange.** **Recap- subtract a 3-digit number from a 3-digit number (exchange).** **Subtract two 4-digit numbers (1 exchange)** **Subtract two 4-digit numbers- more than one exchange**	Use of place value grid to support understanding alongside column addition.	Exploration of the changes that occur in different place value columns and look for similarities and differences.	Using understanding of multiplying by 10 to multiply by 9,11,12	
18.10.21	**ADDITION AND SUBTRACTION** **Efficient subtraction** **Estimate answers** **Checking strategies** **Y4 end of unit assessment addition and subtraction.**	It is important that the children understand that there are different methods of subtraction. Need to explore efficient strategies for subtraction including: -counting on (number lines) -Near subtraction -Number bonds	Chn focus on calculations with no exchanges initially- concentrating on the value of each digit. Column subtraction using concrete manipulative-	Using understanding of of 3s/5s for 6s and understanding of 6s for 12s	