

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 3 and 4

Year 3		Year 4	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 1</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li>• compare and order numbers up to 1000</li><li>• read and write numbers up to 1000 in numerals</li><li>• solve number problems and practical problems involving these ideas</li></ul>	<b>Unit 1</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• find 1000 more or less than a given number</li><li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li><li>• order and compare numbers beyond 1000</li><li>• identify, represent and estimate numbers using different representations</li></ul>
<b>Unit 1</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. *</li><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>– a three-digit number and ones</li><li>– a three-digit number and tens</li></ul></li></ul>	<b>Unit 1</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• practise mental methods with increasingly large numbers to aid fluency *</li><li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul>

\* National curriculum Notes and guidance (non-statutory)

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 3 and 4

Year 3		Year 4
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 1 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li></ul>	There are no attainment targets relating to 3-D shapes in the Year 4 Programme of Study.
There are no attainment targets relating to symmetry in the Year 3 Programme of Study.		
Unit 1 Week 3		<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>identify lines of symmetry in 2-D shapes presented in different orientations</li><li>complete a simple symmetric figure with respect to a specific line of symmetry</li></ul>

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Year 3		Year 4	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 2 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>find 10 more or less than a given number</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 3 multiplication table</li><li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li></ul>	Unit 2 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in multiples of 6 and 9</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall multiplication and division facts for multiplication tables up to 12 x 12</li><li>recognise and use factor pairs and commutativity in mental calculations</li></ul>
Unit 2 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li><li>add fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li><li>solve problems that involve all of the above</li></ul>	Unit 2 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise and show, using diagrams, families of common equivalent fractions</li><li>understand the relation between non-unit fractions and multiplication and division of quantities *</li></ul>

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Year 3		Year 4	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 2 Week 3	Measurement (mass) <ul style="list-style-type: none"><li>measure, compare, add and subtract mass (kg/g)</li></ul>	Unit 3 Week 3	Measurement (mass) <ul style="list-style-type: none"><li>convert between different units of measure</li><li>estimate, compare and calculate different measures</li></ul>
Geometry – Position and direction is not in the Year 3 Programme of Study.		Unit 2 Week 3	Geometry – Position and direction <ul style="list-style-type: none"><li>describe positions on a 2-D grid as coordinates in the first quadrant</li><li>describe movements between positions as translations of a given unit to the left/right and up/down</li><li>plot specified points and draw sides to complete a given polygon</li></ul>

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Year 3		Year 4	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 3</b> <b>Weeks 1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>a three-digit number and ones</li><li>a three-digit number and tens</li><li>a three-digit number and hundreds</li></ul></li><li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul>	<b>Unit 3</b> <b>Week 1</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>practise mental methods with increasingly large numbers to aid fluency *</li><li>add numbers with up to four digits using the formal written method of columnar addition where appropriate</li><li>estimate answers to a calculation</li><li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul>
<b>Number – Decimals</b>  Number – Decimals is not in the Year 3 Programme of Study.		<b>Unit 3</b> <b>Week 2</b>	<b>Number – Decimals</b> <ul style="list-style-type: none"><li>extend understanding of the number system and decimal place value to tenths *</li><li>recognise and write decimal equivalents of any number of tenths</li><li>round decimals with one decimal place to the nearest whole number</li><li>compare numbers with the same number of decimal places up to two decimal places</li><li>solve simple measure problems involving decimals to two decimal places</li></ul>

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Year 3		Year 4	
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 3 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>recognise angles as a property of shape or a description of a turn</li><li>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></ul>	Unit 5 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li></ul>
Unit 2 Week 3	<b>Measurement (mass)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract mass (kg/g)</li></ul>	Unit 3 Week 3	<b>Measurement (mass)</b> <ul style="list-style-type: none"><li>convert between different units of measure</li><li>estimate, compare and calculate different measures</li></ul>

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Year 3		Year 4	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 4</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count from 0 in multiples of 4 and 8</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 4 and 8 multiplication tables</li><li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li></ul>	<b>Unit 4</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in multiples of 7</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall multiplication and division facts for multiplication tables up to 12 x 12</li><li>use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers</li><li>recognise and use factor pairs and commutativity in mental calculations</li><li>multiply two-digit numbers by a one-digit number using formal written layout</li><li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit</li></ul>
<b>Unit 4</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li><li>estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li></ul>	<b>Unit 4</b> <b>Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>convert between different units of measure</li><li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li><li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li></ul>

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Year 3		Year 4
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 5 Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li>• compare and order numbers up to 1000</li><li>• identify, represent and estimate numbers using different representations</li><li>• read and write numbers up to 1000 in numerals and in words</li><li>• solve number problems and practical problems involving these ideas</li></ul>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>• count backwards through zero to include negative numbers</li><li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li><li>• order and compare numbers beyond 1000</li><li>• round any number to the nearest 10 or 100</li><li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 5</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li></ul>	<b>Unit 5</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>practise mental methods with increasingly large numbers to aid fluency *</li><li>subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriate</li><li>estimate and use inverse operations to check answers to a calculation</li><li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul>
<b>Unit 5</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>draw 2-D shapes and describe them</li><li>recognise angles as a property of shape</li></ul>	<b>Unit 9</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li></ul>
<b>Unit 3</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>recognise angles as a property of shape or a description of a turn</li><li>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></ul>	<b>Unit 5</b> <b>Week 3</b>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li></ul>

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 6 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count from 0 in multiples of 4 and 8</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 4 and 8 multiplication tables</li><li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li></ul>	Unit 6 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count in multiples 25 and 1000</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>multiply two-digit numbers by a one-digit number using formal written layout</li><li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects</li></ul>
Unit 6 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators</li><li>recognise and use fractions as numbers: unit and non-unit fractions with small denominators</li><li>compare and order unit fractions and fractions with the same denominators</li><li>solve problems that involve all of the above</li></ul>	Unit 6 Week 2	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>extend the use of the number line to connect fractions, numbers and measures *</li><li>understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths *</li><li>count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li><li>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>

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 6 Week 3	Measurement (length) <ul style="list-style-type: none"><li>measure, compare, add and subtract lengths (m/cm/mm)</li></ul>	Unit 6 Week 3	Measurement (length) <ul style="list-style-type: none"><li>convert between different units of measure [for example, kilometre to metre]</li><li>estimate, compare and calculate different measures</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 7</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>a three-digit number and ones</li><li>a three-digit number and tens</li><li>a three-digit number and hundreds</li></ul></li><li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li><li>estimate the answer to a calculation and use inverse operations to check answers</li><li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li></ul>	<b>Unit 7</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>practise mental methods with increasingly large numbers to aid fluency *</li><li>add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>estimate and use inverse operations to check answers to a calculation</li><li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 7</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and present data using bar charts, pictograms and tables</li><li>• solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</li></ul>	<b>Unit 7</b> <b>Week 3</b>
		<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li><li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 8</b> <b>Week 1</b>	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count from 0 in multiples of 50 and 100; find 100 more or less than a given number</li></ul> <b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li><li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li></ul>	<b>Unit 8</b> <b>Week 1</b>
		<b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>multiply three-digit numbers by a one-digit number using formal written layout</li><li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects</li></ul>

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<b>Unit 8</b> <b>Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>• recognise and show, using diagrams, equivalent fractions with small denominators</li><li>• subtract fractions with the same denominator within one whole</li><li>• compare and order unit fractions and fractions with the same denominators</li><li>• solve problems that involve all of the above</li></ul>	Refer to the following units to consolidate Year 4 attainment targets taught in previous units on Number – Fractions: <ul style="list-style-type: none"><li>• Unit 2, Week 2</li><li>• Unit 6, Week 2</li></ul>	
Number – Decimals is not in the Year 3 Programme of Study.		<b>Unit 8</b> <b>Week 2</b>	<b>Number – Decimals</b> <ul style="list-style-type: none"><li>• extend understanding of the number system and decimal place value to hundredths *</li><li>• recognise and write decimal equivalents of any number of hundredths</li><li>• 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 ones, tenths and hundredths</li><li>• compare numbers with the same number of decimal places up to two decimal places</li></ul>

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National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:	
Unit 8 Week 3	<b>Measurement (perimeter)</b> <ul style="list-style-type: none"><li>measure the perimeter of simple 2-D shapes</li></ul>	Unit 8 Week 3	<b>Measurement (perimeter and area)</b> <ul style="list-style-type: none"><li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li><li>find the area of rectilinear shapes by counting squares</li><li>relate area to arrays and multiplication *</li></ul>
Unit 9 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li>compare and order numbers up to 1000</li><li>identify, represent and estimate numbers using different representations</li><li>read and write numbers up to 1000 in numerals and in words</li><li>solve number problems and practical problems involving these ideas</li></ul>	Unit 9 Week 1	<b>Number – Number and place value</b> <ul style="list-style-type: none"><li>count backwards through zero to include negative numbers</li><li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li><li>order and compare numbers beyond 1000</li><li>round any number to the nearest 10, 100 or 1000</li><li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li><li>read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value</li></ul>

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<b>Unit 9</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>– a three-digit number and ones</li><li>– a three-digit number and tens</li><li>– a three-digit number and hundreds</li></ul></li><li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li><li>• estimate the answer to a calculation and use inverse operations to check answers</li><li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul>	<b>Unit 9</b> <b>Week 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>• estimate and use inverse operations to check answers to a calculation</li><li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• estimate, compare and calculate different measures, including money in pounds and pence</li></ul>

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Year 3		Year 4
National Curriculum attainment targets Pupils should be taught to:		National Curriculum attainment targets Pupils should be taught to:
Unit 9 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li><li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li></ul>	Refer to the following units to consolidate Year 4 attainment targets taught in previous units on Geometry – Properties of shapes: <ul style="list-style-type: none"><li>Unit 1, Week 3</li><li>Unit 5, Week 3</li></ul>
Unit 5 Week 3	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>draw 2-D shapes and describe them</li><li>recognise angles as a property of shape</li></ul>	<b>Geometry – Properties of shapes</b> <ul style="list-style-type: none"><li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li></ul>
Unit 10 Week 1	<b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>write and calculate mathematical statements for multiplication 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>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li></ul>	<b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>multiply three-digit numbers by a one-digit number using formal written layout</li><li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects</li></ul>

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<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 10 Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>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><li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li><li>recognise and show, using diagrams, equivalent fractions with small denominators</li><li>solve problems that involve all of the above</li></ul>	<b>Unit 10 Week 2</b>	<b>Number – Fractions</b> <ul style="list-style-type: none"><li>use factors and multiples to recognise equivalent fractions and simplify where appropriate [for example, <math>\frac{6}{9} = \frac{2}{3}</math> or <math>\frac{1}{4} = \frac{2}{8}</math>]</li><li>recognise and show, using diagrams, families of common equivalent fractions</li><li>add and subtract fractions with the same denominator</li><li>solve simple measure and money problems involving fractions</li></ul>
<b>Unit 10 Week 3</b>	<b>Measurement (volume and capacity)</b> <ul style="list-style-type: none"><li>measure, compare, add and subtract volume/capacity (l/ml)</li></ul>	<b>Unit 10 Week 3</b>	<b>Measurement (volume and capacity)</b> <ul style="list-style-type: none"><li>convert between different units of measure</li><li>estimate, compare and calculate different measures</li></ul>

\* National curriculum Notes and guidance (non-statutory)

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 3 and 4

Year 3		Year 4	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 11 Weeks 1 and 2</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• add and subtract numbers mentally, including:<ul style="list-style-type: none"><li>– a three-digit number and ones</li><li>– a three-digit number and tens</li><li>– a three-digit number and hundreds</li></ul></li><li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li><li>• estimate the answer to a calculation and use inverse operations to check answers</li><li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li></ul>	<b>Unit 11 Week 1</b>	<b>Number – Addition and subtraction</b> <ul style="list-style-type: none"><li>• add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>• estimate and use inverse operations to check answers to a calculation</li><li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul> <b>Measurement (money)</b> <ul style="list-style-type: none"><li>• estimate, compare and calculate different measures, including money in pounds and pence</li></ul>

\* National curriculum Notes and guidance (non-statutory)

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 3 and 4

Year 3		Year 4	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<div>Number – Decimals is not in the Year 3 Programme of Study.</div>		<div>Unit 11 Week 2</div>	<div><b>Number – Decimals</b><ul style="list-style-type: none"><li>• extend understanding of the number system and decimal place value to tenths and then hundredths *</li><li>• recognise and write decimal equivalents of any number of tenths or hundredths</li><li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li><li>• 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 ones, tenths and hundredths</li><li>• round decimals with one decimal place to the nearest whole number</li><li>• compare numbers with the same number of decimal places up to two decimal places</li><li>• solve simple measure and money problems involving decimals to two decimal places</li></ul></div>

\* National curriculum Notes and guidance (non-statutory)

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 3 and 4

Year 3		Year 4
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:
<b>Unit 11 Week 3</b>	<b>Measurement (time)</b> <ul style="list-style-type: none"><li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li><li>• 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, a.m./p.m., morning, afternoon, noon and midnight</li><li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li><li>• compare durations of events [for example to calculate the time taken by particular events or tasks]</li></ul>	<div>Refer to the following unit to consolidate Year 4 attainment targets taught in the previous unit on Measurement (time):</div> <ul style="list-style-type: none"><li>• Unit 4, Week 3</li></ul>
<b>Geometry – Position and direction is not in the Year 3 Programme of Study.</b>		<b>Unit 11 Week 3</b> <b>Geometry – Position and direction</b> <ul style="list-style-type: none"><li>• describe positions on a 2-D grid as coordinates in the first quadrant</li><li>• plot specified points and draw sides to complete a given polygon</li></ul>

\* National curriculum Notes and guidance (non-statutory)

# Busy Ant Maths Medium-Term Mixed-age Plan – Years 3 and 4

Year 3		Year 4	
<b>National Curriculum attainment targets</b> Pupils should be taught to:		<b>National Curriculum attainment targets</b> Pupils should be taught to:	
<b>Unit 12</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>• 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>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li></ul>	<b>Unit 12</b> <b>Weeks</b> <b>1 and 2</b>	<b>Number – Multiplication and division</b> <ul style="list-style-type: none"><li>• use place value, known and derived facts to divide mentally, including dividing by 1</li><li>• practise to become fluent in the formal written method of short division with exact answers *</li><li>• solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects</li></ul>
<b>Unit 12</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and present data using bar charts, pictograms and tables</li><li>• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li></ul>	<b>Unit 12</b> <b>Week 3</b>	<b>Statistics</b> <ul style="list-style-type: none"><li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li><li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li></ul>

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