

Year 3/4 Mixed Year Group Guidance

Last Updated September 2024

Year 3/4 mixed year groups to follow the year 4 White Rose Maths order. The year 3 objectives have been matched to this. Where possible, due to coverage and time, small steps can be put together. The small steps are just guidance from White Rose. One small step may take multiple lessons, or you may be able to include multiple small steps in a lesson. It is ok if year 4s need to do the year 3 objectives also if AFL through the pre-task/teacher assessment/previous tests have shown this

For some objectives, you may split in to two groups. The two groups may be doing maths at the same time (one taught by teacher, one taught by TA), or alternatively one group could be doing topic taught by TA and the teacher could teach the maths.

Year 3	Year 4	Notes and Guidance
Au Block 1 – Number: Place Value	Au Block 1 – Number: Place Value	
<ol style="list-style-type: none"> 1. Represent numbers to 100 2. Partition numbers to 100 3. Number line to 100 4. Hundreds 5. Represent numbers to 1000 6. Partition numbers to 1000 7. Flexible partitioning of numbers to 1000 8. Hundreds, tens and ones 9. Find 1, 10, or 100 more or less 10. Number line to 1000 11. Estimate on a number line to 1000 12. Compare numbers to 1000 13. Order numbers to 1000 14. Count in 50s 	<ol style="list-style-type: none"> 1. Represent numbers to 1000 2. Partition numbers to 1000 3. Number line to 1000 4. Thousands 5. Represent numbers to 10,000 6. Partition numbers to 10,000 7. Flexible partitioning of numbers to 10,000 8. Find 1, 10, 100, 1000 more or less 9. Number line to 10,000 10. Estimate on a number line to 10,000 11. Compare numbers to 10,000 12. Order numbers to 10,000 13. Roman numerals 14. Round to the nearest 10 15. Round to the nearest 100 16. Round to the nearest 1000 17. Round to the nearest 10, 100, or 1000 	<ul style="list-style-type: none"> ➤ Although different place values, the objectives are similar so can be taught alongside each other ➤ 13 year 3 do a Roman numerals objective in the time unit that could be done alongside this ➤ Rounding is only a year 4 objective so year 3 can do more mastery/ consolidation /interventions using Shine
Au Block 2 – Number: Addition and Subtraction	Au Block 2 – Addition and Subtraction	
<ol style="list-style-type: none"> 1. Apply number bonds within 10 2. Add and subtract 1s 3. Add and subtract 10s 4. Add and subtract 100s 5. Spot the pattern 	<ol style="list-style-type: none"> 1. Add and subtract 1s, 10s, 100s and 1000s 2. Add two 4-digit numbers – no exchange 3. Add two 4-digit numbers – one exchange 4. Add two 4-digit numbers more than one exchange 	<ul style="list-style-type: none"> ➤ 1 this could be done as morning maths or a starter as it is taught in depth in year 2 ➤ 2, 3, 4, 1 ➤ 5 year 4s could do this if needed from AFL

<ol style="list-style-type: none"> 6. Add 1s across a 10 7. Add 10s across a 100 8. Subtract 1s across a 10 9. Subtract 10s across a 100 10. Make connections 11. Add two numbers (no exchange) 12. Subtract two numbers (no exchange) 13. Add two numbers (across a 10) 14. Add two numbers (across a 100) 15. Subtract two numbers (across a 10) 16. Subtract two numbers (across a 100) 17. Add 2-digit and 3-digit numbers 18. Subtract a 2-digit number from a 3-digit number 19. Complements to 100 20. Estimate answers 21. Inverse operations 22. Make decisions (Word problems, choosing the right operations) 	<ol style="list-style-type: none"> 5. Subtract two 4-digit numbers – no exchange 6. Subtract two 4-digit numbers – one exchange 7. Subtract two 4 digit numbers – more than one exchange 8. Efficient subtraction 9. Estimate answers 10. Checking strategies 	<ul style="list-style-type: none"> ➤ All add and subtract objectives can be taught together ➤ 19 ➤ 20, 9 ➤ 21 ➤ 22, 8, 10 this could be taught as a mastery/further challenge for the year 4s and investigated in a group
<p>Au Block 3 – Measurement: Area</p>		
	<ol style="list-style-type: none"> 1. What is area? 2. Counting squares 3. Making shapes 4. Comparing area 	<ul style="list-style-type: none"> ➤ Area is not taught before year 4 ➤ Year 3s could do some short interventions (using Shine activities) to fill any gaps in their learning or do additional fluency on number bonds. Alternatively, they could start on the next unit of the objectives that the year 4s don't need to do.
<p>Au Block 3 – Number: Multiplication and Division</p>		
<ol style="list-style-type: none"> 1. Multiplication – equal groups 2. Use arrays 3. Multiples of 2 4. Multiples of 5 and 10 5. Sharing and grouping 6. Multiply by 3 	<p>Au Block 4 – Number: Multiplication and Division</p> <ol style="list-style-type: none"> 1. Multiples of 3 2. Multiply and divide by 6 3. 6 times-table and division facts 4. Multiply and divide by 9 5. 9 times-table and division facts 6. The 3, 6, 9 times-tables 	<ul style="list-style-type: none"> ➤ 1, 2, 3, 4, 5 (this may be done during morning maths or as starters as it was taught in year 2) ➤ 6, 7, 8 1

<ol style="list-style-type: none"> 7. Divide by 3 8. The 3 times table 9. Multiply by 4 10. Divide by 4 11. The 4 times table 12. Multiply by 8 13. Divide by 8 14. The 8 times table 15. The 2, 4 and 8 times-tables 	<ol style="list-style-type: none"> 7. Multiply and divide by 7 8. 7 times-table and division facts 9. 11 times-table and division facts 10. 12 times-table and division facts 11. Multiply by 1 and 0 12. Divide a number by 1 and itself 	<p>The year 3 objectives will then just need to be taught before the year 4 objectives. It may be that different year groups can do different timestables at the same time or multiply and divide objectives are combined.</p>
<p>Spr Block 1 – Number: Multiplication and Division</p>	<p>Spr Block 1 – Number: Multiplication and Division</p>	
<ol style="list-style-type: none"> 1. Multiples of 10 2. Related calculations 3. Reasoning about multiplication 4. Multiply a 2-digit number by a 1-digit number – no exchanges 5. Multiply a 2-digit number by a 1-digit – with exchange 6. Link multiplication and division 7. Divide a 2-digit number by a 1-digit number – no exchange 8. Divide a 2-digit number by a 1-digit number – flexible partitioning 9. Divide a 2-digit number by a 1-digit number – with remainders 10. Scaling (using related facts) 11. How many ways? 	<ol style="list-style-type: none"> 1. Factor pairs 2. Use factor pairs 3. Multiply by 10 4. Multiply by 100 5. Divide by 10 6. Divide by 100 7. Related facts – multiplication and division 8. Informal written methods for multiplication 9. Multiply a 2-digit number by a 1-digit number 10. Multiply a 3-digit number by a 1-digit number 11. Divide a 2-digit number by a 1-digit number (1) 12. Divide a 2-digit number by a 1-digit number (2) 13. Divide a 3-digit number by a 1-digit number 14. Correspondence problems 15. Efficient Multiplication 	<ul style="list-style-type: none"> ➤ 1, 2 ➤ 2, 3, 10, 7 ➤ 1 ➤ 3, 4, 5, 6 <p>Multiplication and division objectives can then be taught progressively/linked together</p> <ul style="list-style-type: none"> ➤ 11, 14 ➤ 15 this could be taught as an intervention/extra lesson to the year 4s
<p>Spr Block 3 – Measurement: Length and Perimeter</p>	<p>Spr Block 2 – Measurement: Length and Perimeter</p>	
<ol style="list-style-type: none"> 1. Measure in metres and centimetres 2. Measure in millimetres 3. Measure in centimetres and millimetres 4. Metres, centimetres and millimetres 5. Equivalent lengths (metres and centimetres) 	<ol style="list-style-type: none"> 1. Measure in kilometres and metres 2. Equivalent lengths (kilometres and metres) 3. Perimeter on a grid 4. Perimeter on a rectangle 5. Perimeter of rectilinear shapes 6. Find missing lengths in rectilinear shapes 	<ul style="list-style-type: none"> ➤ 1 ➤ 2 ➤ 3 ➤ 4 <p>The above could all be taught to year 4 as well for consolidation if needed</p>

<ul style="list-style-type: none"> 6. Equivalent lengths (centimetres and millimetres) 7. Compare lengths 8. Add lengths 9. Subtract lengths 10. What is perimeter? 11. Measure perimeter 12. Calculate perimeter 	<ul style="list-style-type: none"> 7. Calculate perimeter of rectilinear shapes 8. Perimeter of regular polygons 9. Perimeter of polygons 	<ul style="list-style-type: none"> ➤ 1, 2 the year 3s could do consolidation or more mastery questions from the previous step ➤ 5 ➤ 6 ➤ 7 ➤ 8 ➤ 9 <p>The above could all be taught to year 4 as well for consolidation if needed</p> <ul style="list-style-type: none"> ➤ 10, 11, 3 ➤ 12, 4 <ul style="list-style-type: none"> ➤ 5 ➤ 6 ➤ 7 ➤ 8 ➤ 9 <ul style="list-style-type: none"> ➤ Whilst the year 4s are doing the above, the year 3s could do consolidation or more mastery questions from the previous step. Alternatively, the year 3s could do 5, 6, 7, 8, 9
<p>Spr Block 3 – Number: Fractions Su Block 1 – Number: Fractions</p>	<p>Spr Block 3 – Number: Fractions</p>	
<ul style="list-style-type: none"> 1. Understand the denominators of unit fractions 2. Compare and order unit fractions 3. Understand the numerators of non-unit fractions 4. Understand the whole 5. Compare and order non-unit fractions 6. Fractions and scales 7. Fractions on a number line 8. Count fractions on a number line 9. Equivalent fractions on a number line 10. Equivalent fractions as bar models 	<ul style="list-style-type: none"> 1. Understand the whole 2. Count beyond 1 3. Partition a mixed number 4. Number lines with mixed numbers 5. Compare and order mixed numbers 6. Understand improper fractions 7. Convert mixed numbers to improper fractions 8. Convert improper fractions to mixed numbers 9. Equivalent fractions on a number line 10. Equivalent fraction families 11. Add two or more fractions 	<ul style="list-style-type: none"> ➤ 1, 3 year 4s could recap this if needed ➤ 4, 13, 1 ➤ 2, 3, 4, 5, 6, 7, 8 whilst the year 4s are doing this, year 3s could be doing 2, 5, 6, 7, 8 ➤ 9, 10, 9, 10 ➤ 11, 11, 12 ➤ 12, 13, 14, 15 ➤ 14, 15, 16 year 4s could do this as a recap if needed

11. Add fractions 12. Subtract fractions 13. Partition the whole 14. Unit fractions of a set of objects 15. Non-unit fractions of a set of objects 16. Reasoning with fractions of an amount	12. Add fractions and mixed numbers 13. Subtract two fractions 14. Subtract from whole amounts 15. Subtract from mixed numbers	
	Spr Block 4 – Number: Decimals	
	1. Tenths as fractions 2. Tenths as decimals 3. Tenths on a place value grid 4. Tenths on a number line 5. Divide 1-digit by 10 6. Divide 2-digits by 10 7. Hundredths as fractions 8. Hundredths as decimals 9. Hundredths on a place value chart 10. Divide 1 or 2-digits by 100	<ul style="list-style-type: none"> ➤ Area is not taught before year 4 ➤ Year 3s could do some short interventions (using Shine activities) to fill any gaps in their learning or do additional fluency on number bonds or timestables ➤ Alternatively the year 3s could be doing their mass and capacity unit
	Su Block 1 – Number: Decimals	
	1. Make a whole with tenths 2. Make a whole with a hundredths 3. Partition decimals 4. Flexibly partition decimals 5. Compare decimals 6. Order decimals 7. Round to the nearest whole number 8. Halves and quarters as decimals	<ul style="list-style-type: none"> ➤ Area is not taught before year 4 ➤ Year 3s could do some short interventions (using Shine activities) to fill any gaps in their learning or do additional fluency on number bonds or timestables ➤ Alternatively the year 3s could be doing their mass and capacity unit
Su Block 2 – Measurement: Money	Su Block 2 – Measurement: Money	
1. Pounds and pence 2. Convert pounds and pence 3. Add money 4. Subtract money 5. Find change	1. Write money using decimals 2. Convert between pounds and pence 3. Compare amounts of money 4. Estimate with money 5. Calculate with money	<ul style="list-style-type: none"> ➤ 1, 1 ➤ 2, 2 ➤ Whilst year 4 are doing 3, 4, year 3 could be applying 1 and 2 to mastery. ➤ 3, 4, 5, 5, 6

	6. Solve problems with money	
Su Block 3 – Measurement: Time	Su Block 3 – Measurement: Time	
<ol style="list-style-type: none"> Roman Numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Use am and pm Years, months and days Days and hours Hours and minutes – use start and end times Hours and minutes – use durations Minutes and seconds Units of time Solve problems with time 	<ol style="list-style-type: none"> Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24-hour clock Convert from the 24-hour clock 	<ul style="list-style-type: none"> ➤ 1 this can be taught when Roman Numerals is taught as part of place value at the start ➤ 2 ➤ 3 ➤ 4 ➤ 5, 3, 4, 5 <p>The above can all be taught to year 4 if AFL shows this is needed</p> <ul style="list-style-type: none"> ➤ 6, 7, 1 ➤ 10, 11, 2 ➤ 8, 9, 12 year 4s could do this if needed from AFL
Su Block 4 – Geometry: Shape	Su Block 4 – Geometry: Shape	
<ol style="list-style-type: none"> Turns and angles Right angles Compare angles Measure and draw accurately Horizontal and vertical (including lines of symmetry) Parallel and perpendicular Recognise and describe 2D shapes Draw polygons Recognise and describe 3D shapes Make 3D shapes 	<ol style="list-style-type: none"> Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure 	<ul style="list-style-type: none"> ➤ 1, 1 ➤ 2, 2 ➤ 3, 3 ➤ 4 year 4s could do this if needed from AFL ➤ 5, 7, 8 year 4s could do this if needed from AFL ➤ 6 year 4s could do this if needed from AFL ➤ 7, 4, 5, 6 ➤ 8 year 4s could do this if needed from AFL ➤ 9 year 4s could do this if needed from AFL ➤ 10 year 4s could do this if needed from AFL
Spr Block 5 – Statistics	Su Block 5 – Statistics	
<ol style="list-style-type: none"> Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and represent data Two-way tables 	<ol style="list-style-type: none"> Interpret charts (includes pictograms and bar charts) Comparison, sum and difference Introducing line graphs Draw Line graphs 	<ul style="list-style-type: none"> ➤ 1 (include elements from 1 and 2) ➤ 2 year 4s could do this if needed from AFL ➤ 3(include elements from 1 and 2) ➤ 4 year 4s could do this if needed from AFL

		<ul style="list-style-type: none"> ➤ 3, 4 year 3s could continue with the previous objective and complete more mastery tasks, it could also be taught through science ➤ 5 (could also be taught through science/geography) ➤ 6 year 4s could do this if needed from AFL
	Su Block 6 – Geometry: Position and Direction	
	<ol style="list-style-type: none"> 1. Describe position using co-ordinates 2. Plot co-ordinates 3. Draw 2-D shapes on a grid 4. Translate on a grid 5. Describe translation on a grid 	<p>Year 3 could do this to extend and consolidate their year 2 learning (Summer block 4)</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Step 1 Language of position</p> <hr/> <p>Step 2 Describe movement</p> <hr/> <p>Step 3 Describe turns</p> <hr/> <p>Step 4 Describe movement and turns</p> <hr/> <p>Step 5 Shape patterns with turns</p> </div>
	Spr Block 4 – Measurement: Mass and Capacity	
<ol style="list-style-type: none"> 1. Use scales 2. Measure mass in grams 3. Measure mass in kilograms and grams 4. Equivalent masses (kilograms and grams) 5. Compare mass 6. Add and subtract mass 7. Measure capacity and volume in millilitres 8. Measure capacity and volume in litres and millilitres 9. Equivalent capacities and volumes (litres and millilitres) 10. Compare capacity and volume 11. Add and subtract capacity and volume 		Year 4s can redo this unit if needed from AFL