



Reading

Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.

Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.

A reading teaching and learning cycle will include:

- the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)
- exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)
- understanding the themes and conventions of a text and understanding its purpose
- applying learnt strategies to multi-skills lessons

Writing

Text Structure, Sentence,
Useful Vocabulary, Word Classes, Punctuation

Story

Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p> <p>Organised into paragraphs, e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent, e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style, e.g. Well, I suppose...</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p> <p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	






Maths

Unit journey

Multiplication and Division: Overview

Concepts: Understanding multiplicative relationships, Multiplication and division facts, Calculation strategies, Solving problems

For further guidance see our Progressions in Calculations

"What can you see, how do you see it?"  "I can see 2 equal groups of 3!"  "The array shows five equal parts. Each part has a value of two."  "The array shows two equal parts. Each part has a value of five."  

Year 2

- Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division and write them using the \times , \div and $=$ signs
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Year 3

- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Multiply and divide two-digit numbers by one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division

Year 4

- Count in multiples of 6, 7, 9, 25 and 1000
- Recall multiplication and division facts for multiplication tables up to 12×12
- 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
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- 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



Year 5

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally, drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and decimals by 10, 100 and 1,000
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving four operations and problems that involve scaling by simple fractions or involving simple rates

Year 6

- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the 4 operations
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit number using the formal written methods of short division or long division as appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Solve problems involving four operations

Example: $81 \times 6 = 486$. "I partition both factors. Next, we multiply the first factor by the ones. Then, we multiply the first factor by the tens. Finally, we both add the partial products."

© Ark Curriculum Plus 2024



Place value: Overview



"One more than three is four"



"15 is one more than 14. 14 is one less than 15."

"Sixty two is greater than twenty six."
 $62 > 26$



Concepts: Representing, Counting, Comparing, Problem solving and rounding

"Ten greater than 146 is 156. The tens digit increases by one which makes 5 tens."
 $146 < 156$

Year 2

- Read and write in numerals and words; recognise the place value of each digit: 0-100 (0-1000)
- Identify, represent and estimate numbers: 0-100 (progressing to 1000)
- Count in twos, threes, fives and tens; forward and backward: 0-100
- Compare and order number; use $<$, $>$ and $=$ signs: 0-100 (0-1000)
- Use place value and number facts to solve problems

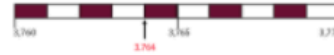
Year 3

- Read and write in numerals and words; recognise the place value of each digit: 0-1000 (10,000)
- Identify, represent and estimate numbers using different representations: 0-1000 (progressing to 10,000)
- Count from 0 in multiples of 4, 8 50 and 100; find 10 or 100 (1000) more or less than a given number
- Compare and order numbers: 0-1000 (10,000)
- Round numbers to the nearest 10 and 100 (1000)
- Solve number problems and practical problems involving these ideas

3 125 496 3 126 954

"My number is less than your number because..."

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	1	2	5	4	9



Thousands	Hundreds	Tens	Ones
3	1	2	5

Year 6

- Read, write, order and compare numbers; recognise the place value of each digit: 0- 10,000,000
- Use negative numbers in context, and calculate intervals across zero
- Round any whole number to a required degree of accuracy
- Solve number and practical problems that involve all of the above

Year 5

- Read, write, order and compare numbers; recognise the place the value of each digit: 0-1,000,000 and beyond
- Read Roman numerals: 0-1,000
- Count forwards or backwards in steps of powers of 10: 0-1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (calculate intervals across zero)
- Round any number to the nearest 10, 100, 1,000, 10,000 and 100,000: 0-1,000,000
- Solve number problems and practical problems that involve all of the above

Year 4

- Recognise the place value of each digit: 0-10,000
- Identify, represent and estimate numbers using different representations: 0-10,000
- Read Roman numerals: 0-1000
- Count in multiples of 6, 7, 9, 25 and 1000; find 1000 more or less than a given number
- Count backwards through zero: negative numbers
- Compare and order numbers: beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems involving these ideas, with increasingly large positive numbers

Key vocabulary



Mathematics
Mastery

Mathematics Mastery vocabulary list

Year 3 - multiplication and division	Definition	Example
Array	An arrangement of counters or numbers, in columns and rows, used to represent multiplication and division	This array shows 3×4 , 4×3 , $12 \div 4$ and $12 \div 3$
Commutative	A property of addition and multiplication. It does not matter in which order the addends or factors are added or multiplied; the result will be the same.	$4 + 6 = 10$ $6 + 4 = 10$ This demonstrates that addition is commutative. Arrays demonstrate the commutativity of multiplication, i.e. $3 \times 4 = 4 \times 3$
Division	The process of partitioning a whole into equal parts.	12 divided by 3 is equal to 4.
Multiple	The result of multiplying a number by an integer, for example, 12 is a multiple of 3 and 4 because $3 \times 4 = 12$.	36 is a multiple of three because three multiplied by 12 is equal to 36. It is also a multiple of 12 for the same reason (and 1, 2, 4, 6, 9, 18 and 36)
Multiplication	One of the four mathematical operations. Multiplication can be understood as repeated addition.	The multiplication symbol is \times .
Multiply	To increase a quantity by a given scale factor.	I can multiply 3 by 4 which is equal to 12

Timetables

This half term, year 3 are learning their 8 times-table.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	1 & 2	9	Mixed times and divide	Primes
Autumn 2	5 & 10	7		Square
Spring 1	3	(9) 12		Cubes
Spring 2	6	11		Mixed
Summer 1	4	Mixed		
Summer 2	8			