Year 3/4 Maths Yearly Overview Snapshot

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		BIG IDEA: Multiplicative Thinking									
Term 1	Number	**Place Value** - identify, explain and use the properties of odd and even numbers - Renaming numbers according to place value - Predicting and naming the number that is one more than 99, 109, 199, 1009, 10099 etc. - Using the repeating pattern of place value names to label larger numbers - Using visual representations to demonstrate a whole divided into tenths - Using materials to show the multiplicative relationship between the whole, tenths and hundredths						**Measurement - Time** - planning a sequence of events based on estimates of the duration of each event - using sand timers and digital timers to measure and check estimates of short durations of time - representing and reading the time on an analog clock - reading and connecting analog and digital time, interpreting times, and recognising and using the language of time - calculating the amount of time between 2 events - converting units of time using relationships between units			Consolidation
					Financial - Investigate the relationships between dollars and cents. Different combinations to make the same amount. - Estimate the results of calculations - Rounding totals up and down and apply to calculations						
Term 2		**Shape** - Making and classifying 3D shapes including cylinders, spheres, prisms and pyramids - Key features such as the shape and number of faces and/or surfaces, edges and vertices - Using familiar shapes and objects to build or construct models and compare the suitability of different shapes - describing the similarities and differences between two-dimensional shapes and three-dimensional objects - Using dynamic geometry software to manipulate shapes and create symmetrical patterns - Identifying rotational symmetry of shapes			**Algebra** - Use partitioning, diagrams, part part whole, diagrams to solve and simplify equations - Create inverse operations to solve addition and subtraction equations. - Use concrete materials, repeated additions and groups. - When multiplying by 5 the number will end in 5 and 0 - Understand commutative properties for solving addition tasks. - Use balance scales and create equivalent number sentences.		**Measurement - Angles** - Using quarter, half and three-quarter turns and comparing them to a right angle - Recognising that right angles occur at the corners of many everyday objects - Classify and identify acute, obtuse, right and reflex angles - Identifying angles within the environment			
					Addition and Subtraction - Apply partitioning, part part whole and inverse operations to solve problems - Use of MAB to make quantities for solving problems - Partition numbers solve equations - solving subtraction problems efficiently by adding or subtracting a constant amount to both numbers to create an easier calculation - Check reasonableness of answers (219 + 385 = 200 + 400) - Choosing efficient strategies such as inverse operations, compatible numbers, jump strategies, bridging to 10, splitting,		**Measurement - Temperature** - Using scaled instruments such as thermometers to record measurements using whole units			
Term 3		**Measurement - Mass** - Compare mass of objects using grams and kilograms - Measure the mass of objects using digital and analogue scales.			**Algebra** - Use partitioning, diagrams, part part whole, diagrams to solve and simplify equations - Create inverse operations to solve addition and subtraction equations. - Use concrete materials, repeated additions and groups. - When multiplying by 5 the number will end in 5 and 0 - Understand commutative properties for solving addition tasks. - Use balance scales and create equivalent number sentences.					
		Measurement - Capacity - Measuring the capacity of a container or object in millilitres and litres - Using scaled instruments such as measuring jugs to to record measures using whole and part units			**Multiplication and Division** - Share a variety of different strategies through the use of a think board. - Represent the multiplicative relationship between multiplication and division - Create a story or scenario related to the number problem - Apply double and halving strategies to solve multiplication and division problems - Using arrays to find the answer to multiplication and division problems					

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		Location - Designing the layout of a space; for example a classroom using a blank sheet of paper as the boundary and cut-outs of shapes to represent furniture from a top-view perspective - Interpreting a grid reference map of a familiar location of interest - Using grids as an overlay on birds eye images to pinpoint things quickly and easily		**Measurement - Area and Perimeter** - Recognising that perimeter is the sum of the lengths that form the boundary of a shape - Recognising that area is the space enclosed by the boundary of a shape or the surface of an object - Choosing suitable units from a range of objects to measure around the boundary of a shape - Measuring and comparing the area of shapes using an array - Demonstrating how to use one unit repeatedly to measure the area of a shape	
Term 4		**Measurement - Length** - Compare the height of a tree to a person. The tree is 3 times taller than me. - Using metres to measure to dimensions of the classroom - Make a measuring tape and show metric units - Measure using grid paper to compare length of objects. - Accurately measure lengths using tape measure	**Fractions** - Unit fractions make one part of a whole. - Applying knowledge to a Thinkboard - Cutting oranges, sandwiches and playdoh into common fractions. - Sharing collections of objects - Create models to show equivalent fractions - Connect fractions to measurement of objects eg ¼ is .25 metres. - Use an array to connect fraction of a quantity to division	**Data** - Using efficient ways to collect and record data (for example, written surveys, online surveys, polling the class using interactive digital mediums) - Using lists, tallies, symbols and digital data tables to record and display data - Constructing graphs of data collected through observation during science experiments, recording, interpreting and discussing the results - Comparing different student-generated diagrams, tables and graphs, describing their similarities and differences and commenting on the usefulness of each representation for interpreting the data **Chance** - Consider possible outcomes and using terms such as 'likely' or 'unlikely' - Making predictions and testing what would happen - Classifying a list of everyday events by chance - Playing simple games or experiments and concluding chance statements based on outcomes	