Mastery Three Unit Overviews: Autumn Term 1

Use opportunities as part of the daily routine to tell the time to the nearest 5 minutes.
At some point in each day, not necessarily the maths lesson, addition and subtraction facts (number bonds) and multiplication and division facts for the 2, 5 and 10 times tables should be rehearsed following guidance provided.

Autumn 1 Unit 1 *(Weeks 1 & 2)*: Place Value and Mental Calculation		
Lesson	**Starter**	**Lesson Focus**
1	Count on and back in ones and tens from any two-digit number (not crossing any boundaries)	Exchange 10 ones for 1 ten and vice versa Exchange 10 tens for 1 hundred and vice versa
2	Count on in tens from any two-digit number (crossing the 100 boundary)	Identify and represent numbers up to 1000 using concrete materials such as base 10 apparatus Partition a three-digit number into hundreds, tens and ones
3	Count back in tens from any two-digit number (crossing the 100 boundary)	Identify and represent numbers up to 1000 using models such as place value counters and arrow cards. Partition a three-digit number into hundreds, tens and ones
4	Match multiplication number sentences to arrays and vice-versa	Compare three or more numbers up to 1000 when represented using the same concrete materials saying which numbers are greater or less and use <, > and = correctly.
5	Exchanging tens for hundreds and hundreds for tens	Identify the multiples of 10 immediately before and after numbers with up to three-digits and round the numbers to the nearest ten.
6	Count on or back from a two- or three- digit number in ones, crossing a tens boundary	Identify the number ten more/ ten less and one hundred more/ one hundred less than a given number with up to three-digits without crossing any boundaries.
7	Identify multiples of 100 on a number line with multiples of 100 marked but not labelled.	Add and subtract a three-digit number and tens with no boundaries crossed
8	Add and subtract a three-digit number and hundreds with no boundaries crossed	Identify and describe the rule (addition or subtraction) in a number sequence by calculating the difference between two adjacent numbers Extend number sequences by using the identified rule
9	Recall multiplication and division facts for the 2, 5 and 10 multiplication tables	Recognise addition calculations that require mental partitioning e.g. 37 + 25 and use this strategy where appropriate
10	Identify and describe 2-D shapes, considering sides, vertices and symmetry	Recognise subtraction calculations that require mental partitioning e.g. 42 – 17 and use this strategy where appropriate

Autumn 1 Unit 2 *(Week 3)*: 2-D Shape, Length and Mental Calculation		
Lesson	**Starter**	**Lesson Focus**
1	Recall pairs of multiples of 100 that make 1000	Measure lengths in cm and m Add and subtract lengths.
2	Compare the lengths of different objects	Measure lengths in mm Add and subtract lengths
3	Recall multiplication and division facts for the 2, 5 and 10 multiplication tables	Accurately draw 2-D shapes including with specific properties using squared and isometric paper
4	Use a mental partitioning strategy for addition of 2 two-digit numbers	Develop an understanding of perimeter using straws Use counting to calculate the perimeter of a polygon drawn on squared cm paper
5	Use a mental partitioning strategy for subtraction of 2 two-digit numbers	Use counting to calculate the perimeter of a polygon drawn on squared cm paper Calculate the perimeter of a polygon where the lengths of sides are given

Autumn 1 Unit 3 *(Week 4)*: Statistics and Mental Calculation		
Lesson	**Starter**	**Lesson Focus**
1	Add 3 one-digit numbers	Derive and use addition and subtraction facts for 100 using bead strings, a blank 10 by 10 grid etc.
2	Add or subtract a three-digit number and: - ones - tens - hundreds	Collect data in a tally chart and frequency table and use the data to draw a bar chart with a scale in ones.
3	Use a mental partitioning strategy for addition or subtraction of 2 two-digit numbers	Use data in a frequency table to draw a bar chart with a scale in twos. Answer questions using data contained in a bar chart.
4	Adding 3 two-digit multiples of 10	Solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a bar chart or table
5	Derive addition and subtraction facts for 100 using number lines	Solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a pictogram

Autumn 1 Unit 4 *(Weeks 5 and 6)*: Written Addition and Written Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Exchanging ones for tens and tens for ones	Add 2 two-digit numbers using formal written methods with exchange from ones into tens
2	Addition of 2 three-digit numbers where no boundaries are crossed, e.g. 265 + 324	Add 2 three-digit numbers using formal written methods with exchange from ones into tens
3	Round numbers with up to three-digits to the nearest 10	Add 2 three-digit numbers using formal written methods with exchange from ones into tens
4	Recall pairs of multiples of 100 that make 1000	Choose an appropriate strategy for a given addition calculation
5	Identifying the bond to the next multiple of 10, e.g. 231 + ▢ = 240	Subtract 2 two-digit numbers using formal written methods with exchange from tens into ones
6	Subtraction of 2 three-digit numbers where no boundaries are crossed, e.g. 765 – 342	Subtract 2 three-digit numbers using formal written methods with exchange from tens into ones
7	Identifying missing numbers in multiplication and division number sentences (2, 5 and 10 multiplication tables)	Subtract 2 three-digit numbers using formal written methods with exchange from tens into ones
8	Use a mental partitioning strategy for addition or subtraction of 2 two-digit numbers	Choose an appropriate strategy for a given subtraction calculation
9	Adding 3 three-digit multiples of 100 (not crossing the thousand boundary)	Use a formal written method of addition to make a given criteria, e.g. choose from a set of given numbers to make a total Use a formal written method of subtraction to make a given criteria, e.g. choose from a set of given numbers to make a difference
10		Learning Check