

## Mastery Three Unit Overviews: Autumn Term 2

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, 3, 4, 5 and 10 times tables should be rehearsed following guidance provided.

### Autumn 2 Unit 5 (Week 1): Counting Sequences and Multiplication Facts

Lesson	Starter	Lesson Focus
1	Count on and back in ones and tens from any two-digit number (crossing the 100 boundary)	Use arrays to understand the multiplication facts for the 3 and 4 multiplication tables (including commutativity) Identify relationships within a multiplication square
2	Match multiplication number sentences to arrays and vice-versa	Understand the relationship between arrays and repeated addition Represent multiplication as repeated addition on a number line
3	Recall and derive multiplication facts for the 3 and 4 multiplication tables using a multiplication square	Derive facts from the 3 and 4 multiplication tables using known facts from the 1, 2, 5 and 10 multiplication tables
4	Count on and back in tens and hundreds	Extend number sequences by using an identified rule (counting in 3s, 4s, 10s and 100s)
5	Use a mental partitioning strategy for addition or subtraction of 2 two-digit numbers	Use single Venn and one criterion Carroll diagrams to compare and sort numbers

### Autumn 2 Unit 6 (Week 2): Written and Mental Multiplication

Lesson	Starter	Lesson Focus
1	Using known multiplication facts (1, 2, 5 and 10 multiplication tables) to calculate unknown multiplication facts	Use an array to represent a teens number multiplied by a single digit number and partition the array into tens and ones to support calculating the product
2	Count on and back in ones and tens from any two-digit number (crossing the 100 boundary)	Use partitioning to calculate a teens number multiplied by a single digit number (grid method)
3	Recall/derive multiplication facts for the 2, 3, 4, 5 and 10 multiplication tables	Use partitioning to calculate a teens number multiplied by a single digit number
4	Compare and order numbers with up to three digits	Use compensation to multiply 19 by a single digit number

<b>5</b>	Recall pairs of multiples of 100 that make 1000	Use partitioning to derive doubles of all numbers to 50
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### Autumn 2 Unit 7 (Week 3): Written and Mental Division

Lesson	Starter	Lesson Focus
<b>1</b>	Derive addition and subtraction facts for 100 using number lines	Understand division as sharing or grouping.
<b>2</b>	Recall/derive multiplication facts for the 2, 3, 4, 5 and 10 multiplication tables	Use concrete or pictorial representations to derive the division facts related to the multiplication facts that they know
<b>3</b>	Round numbers with up to three-digits to the nearest 10	Use concrete materials to show division as repeated subtraction for numbers beyond the multiplication facts that they know
<b>4</b>	Know the number of days in each month	Use concrete materials to show division as repeated subtraction for numbers beyond the multiplication facts that they know using greater multiples of the divisor
<b>5</b>	Exchanging ones for tens and tens for ones	Use concrete materials to show division as repeated subtraction for numbers beyond the multiplication facts that they know including those that have a remainder

### Autumn 2 Unit 8 (Week 4): Measurement (Time)

Lesson	Starter	Lesson Focus
<b>1</b>	Use number lines to derive pairs of numbers that total 60	Tell and write time on an analogue clock to o'clock, quarter past (15 minutes past), half past (30 minutes past) and quarter to (15 minutes to) Tell and write the time on an analogue clock to 5 minutes – past and to
<b>2</b>	Identifying the bond to the next multiple of 10, e.g. $231 + \square = 240$	Tell and write the time on an analogue clock to 5 minutes – past and to
<b>3</b>	Use a mental partitioning strategy for addition or subtraction of 2 two-digit numbers	Tell and write the time on an analogue clock to the nearest minute – past and to
<b>4</b>	Doubling a two-digit number where the total is less than 100	Tell and write the time on an analogue clock to the nearest minute – past and to
<b>5</b>	Adding 3 two-digit multiples of 10	Record time in seconds and minutes Compare two time intervals

<b>Autumn 2 Unit 9 (Week 5): 3-D Shape</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Adding 3 three-digit multiples of 100	Identify and describe the properties of 3-D shapes, including the number of edges, faces and vertices
<b>2</b>	Addition of 2 three-digit numbers where no boundaries are crossed, e.g. 265 + 324	Use construction materials such as Clix or Polydron to make 3-D shapes
<b>3</b>	Round numbers with up to three-digits to the nearest 10	Make the skeletons of 3-D shapes using straws and Playdoh
<b>4</b>	Recall pairs of multiples of 100 that make 1000	Identify horizontal and vertical lines
<b>5</b>	Count in steps of 50	Use single Venn and one criterion Carroll diagrams to compare and sort 3-D shapes

<b>Autumn 2 (Week 6): Assess and Review</b>		
<b>Lesson</b>	<b>Starter</b>	<b>Lesson Focus</b>
<b>1</b>	Use Starters this week to revisit and rehearse any of the starters from the previous two half terms that the children have found difficult.	During this week, administer the end of term Arithmetic and Reasoning Tests. These can be administered in whatever way the teacher feels is most beneficial to the children, e.g. as a class, in groups, over multiple days etc. When answering the questions, children should have access to the full kit boxes they have used throughout the term. Any other time this week should be spent revisiting and rehearsing any aspects from the term that children have found difficult.
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		