Mastery Three Unit Overviews: Summer Term 1

Use opportunities as part of the daily routine to tell the time to the nearest minute. 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, 8 and 10 times tables should be rehearsed following guidance provided.

Summer 1 Unit 20 *(Weeks 1 & 2)*: Multiplication and Division

Lesson	Starter	Lesson Focus
1	Count from 0 in multiples of 4 and 8	Describe and extend number sequences involving counting on or back in different steps (including 4, 8, 50 and 100) Identify and describe the rule in a number sequence by calculating the step size between non-adjacent numbers in the sequence
2	Count from 0 in multiples of 50 and 100	Use the grid method to solve a two-digit by one-digit multiplication Use rounding to estimate the answer to a calculation
3	Use partitioning to derive and use halves of all numbers to 100	Use the grid method to solve multiplication problems including positive integer scaling problems Use rounding to estimate the answer to a calculation
4	Tell the time on a digital clock to the nearest minute	Identify missing numbers in grid method calculations
5	Use multiplication trios to identify missing numbers in multiplication and division number sentences, e.g. 7 x ☐ = 28	Choose an appropriate strategy to solve a multiplication calculation based upon the numbers involved
6	Use a mental counting on strategy to calculate a small difference, e.g. 102 – 95 =	Use a vertical number line to show division as repeated subtraction for numbers beyond the multiplication facts that they know using repeated greater multiples of the divisor (include remainders) Use rounding to estimate the answer to a calculation
7	Add and subtract fractions with the same denominator within one whole	Use a vertical number line to show division as repeated subtraction for numbers beyond the multiplication facts that they know using efficient greater multiples of the divisor (include remainders) Use rounding to estimate the answer to a calculation
8	Use a mental compensation strategy to add or subtract, e.g. 175 - 39	Solve division problems that require the interpretation of remainders
9	Multiply 19 by a single digit number	Choose an appropriate strategy to solve a division calculation based upon the numbers involved

Summer 1 Unit 21 *(Week 2 & 3)*: 2-D Shape		
Lesson	**Starter**	**Lesson Focus**
1	Use sorting diagrams to compare and sort common 2-D shapes	Identify whether an angle is greater or less than a right angle
2	Double multiples of 50 to 500	Accurately draw 2-D shapes with specific properties (including angles)
3	Use a mental partitioning strategy for addition or subtraction of 2 two-digit numbers	Measure the perimeter of simple polygons by measuring each side using a ruler and calculating the total

Summer 1 Unit 22 *(Weeks 3 & 4)*: Decimal Place Value		
Lesson	**Starter**	**Lesson Focus**
1	Use a multiplication trio to identify related facts, e.g. 6 x 4 = 24 so 6 x 40 = 240	Use concrete representations, e.g. straws, to understand the relationship between fractional tenths and decimal tenths Identify the value of each digit to one decimal place Know the decimal point separates whole numbers and decimal fractions
2	Identify and describe 2-D shapes	Use concrete representations, e.g. place value counters, to understand the relationship between fractional tenths and decimal tenths
3	Find non-unit fractions of a set of objects within multiplication table knowledge, e.g. $\frac{3}{8}$ of 32	Divide a one-digit number by 10 and describe the effect using a place value chart.
4	Tell the time on an analogue clock to the nearest minute	Count up and down in fractional and decimal tenths
5	Read scales to the nearest whole unit	Identify fractional and decimal tenths on number lines
6	Count on and back in tens (crossing the hundred boundary) and hundreds	Compare numbers with one decimal place
7	Multiply T1 by a single digit number	Order numbers with one decimal place

Summer 1 Unit 23 *(Weeks 4 & 5)*: 3-D Shape		
Lesson	**Starter**	**Lesson Focus**
1	Identify whether an angle is greater or less than a right angle	Recognise and describe 3-D shapes in different orientations, e.g. Which of these shapes has five faces?
2	Divide a two-digit number by a one-digit number, e.g. 51 ÷ 3 =	Sort 3-D shapes according to their properties - Venn with two intersecting sets and two criteria Carroll diagrams

Summer 1 Unit 24 *(Weeks 5 & 6)*: Addition and Subtraction		
Lesson	**Starter**	**Lesson Focus**
1	Recall pairs of multiples of 100 that make 1000	Add more than two numbers with three digits using formal written methods of columnar addition with exchange from ones into tens and tens into hundreds including when the 'carried' amount has more than one ten e.g. 326 + 147 + 219. Include adding more than two numbers with different amounts of digits, e.g. 268 + 34 + 356 Use rounding to estimate, and inverse to check, the answer to a calculation
2	Compare and order numbers with up to three digits	Identify missing digits in columnar addition calculations
3	Partition numbers in different ways	Subtract numbers with different numbers of digits up to three digits, using formal written methods of columnar subtraction with exchange from tens into ones and hundreds into tens, e.g. 334 – 68 using the place value columns to set the calculation out correctly. Include examples with zero used as a place holder, e.g. 304 – 168 Use rounding to estimate, and inverse to check, the answer to a calculation
4	Recall addition and subtraction facts for 100 (multiples of 5 and 10)	Identify missing digits in columnar subtraction calculations
5	Describe and extend number sequences	Recognise addition calculations that require bridging through a multiple of 10 or 100 efficiently
6	Name and describe properties of 2-D shapes	Recognise subtraction calculations that require bridging through a multiple of 10 or 100 efficiently
7	Double multiples of 50 to 500	Recognise calculations that require counting on mentally to find the difference
8	Round numbers with up to three digits to the nearest 10 or 100	Choose an appropriate strategy to solve a calculation based upon the numbers involved
9		Learning Check