

Y3-4 Maths Plan

Shape

| Learning Steps | |
|----------------|---|
| Block Intro | |
| 1 | Angles or not |
| 2 | Right angles |
| 3 | Classify right, acute and obtuse angles (use geostrips for input) |
| 4 | Draw right, acute and obtuse angles |
| 5 | Horizontal and vertical |
| 6 | Parallel lines |
| 7 | Perpendicular lines |
| 8 | Name and classify 2d shapes |
| 9 | Draw 2d shapes including measurements |
| 10 | Complete a symmetrical pattern |
| 11 | Folding for symmetry in 2d shapes |
| 12 | Lines of symmetry using a mirror |
| 13 | Reflect polygons over a line of symmetry |
| 14 | Name and classify 3d shapes |
| 15 | Make 3d shapes |
| 16 | PS Lesson: shapes (rules & patterns) |
| 17 | Assessment |
| 18 | Pause & Stretch |
| 19 | PS Skills Lesson: working systematically |

Key Principles

- Number formation must be every day in Year 1.
- Bar modelling to be used in all units where possible.
- Block Intro sessions replace mental maths/retrieval on the first day of a unit and give a reason to the learning or children.
- Lessons follow agreed school LDM with reasoning throughout and as a set task to finish.
- **Proper problem-solving is dealt with in dedicated lessons.**
- **Assessments will be given proper time and be immediately after the unit.**
- **Y3 children to do Y3 tests and Y4 children to do Y4 tests.**
- **Pause will be led by teacher and 'stretch' will be independent GD problems with afternoon follow-up by teacher.**
- A learning step does not necessarily equate to a lesson – it could be lesson; it could be more; it could be less. *Slow down to speed up* – it takes as long as it needs for all to have learnt – not just be taught. If some need more, trim others.