

Y3-4 Maths Plan
Multiplication & Division

Learning Steps	
Block Intro	
1	Multiples of 10
2	Scaled facts x10, x5, x2
3	Scaled facts x4
4	Scaled facts x8
5	Scaled facts x 3
6	Scaled facts ÷10, ÷5, ÷2
7	Scaled facts ÷4
8	Scaled facts ÷ 8
9	Scaled facts ÷ 3
10	Mixed x and ÷ scaled facts
11	PS Lesson: multiples of 10 / related calculations (rules and patterns)
12	TO x O concrete stage from calculation policy
13	TO x O pictorial stage from calculation policy
14	TO x O abstract stage 1 from calculation policy
15	TO x O abstract stage 2 from calculation policy
16	TO x O abstract stage 2 from calculation policy
17	TO x O abstract stage 2 from calculation policy
18	PS Lesson: 2 x 1 multiplication (rules and patterns)
19	Linking multiplication and division
20	TO ÷ O concrete stage
21	TO ÷ O pictorial stage no remainders – number line include VF
22	TO ÷ O pictorial stage with remainders – number line include VF
23	TO ÷ O abstract stage with remainders – number line include VF
24	TO ÷ O abstract stage with remainders – number line include VF
25	PS Lesson: division TO ÷ O (working backwards)
26	Scaling (bar models)
27	PS Lesson: bar models (real-life word)
28	Multiply by 10
29	Multiply by 100
31	divide by 10
32	divide by 100
33	PS Lesson: powers of 10 (working backwards)
34	Concrete phase from calculation policy (no regrouping and regrouping)
35	pictorial phase from calculation policy (no regrouping and regrouping)
36	Abstract: Expanded Short multiplication 3 x 1 (top right model of calculation policy)
37	Abstract: Short multiplication 3 x 1 no regrouping (bottom right model of calculation policy)
38	Abstract: Short multiplication 3 x 1 & 1 piece of regrouping (bottom right model of calculation policy)
39	Abstract: Short multiplication 3 x 1 & 2 pieces of regrouping (bottom right model of calculation policy)
40	Abstract: Short multiplication 3 x 1 mixed practice of lessons 11 to 13
41	PS Lesson: short multiplication (multi-step)
42	Concrete & pictorial from calculation policy
43	Abstract: Division 3 by 1 (no regroup or remainder) from calculation policy
44	Abstract: Division 3 by 1 (remainder but no regrouping within) from calculation policy
45	Abstract: Division 3 by 1 (remainder and regrouping within) from calculation policy
46	Abstract: Division 3 by 1 mixed from calculation policy
47	PS Lesson: division (rules and patterns)
48	Assessment, Pause & Stretch
49	PS Skills Lesson: working collaboratively

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.