

Y3-4 Maths Plan

Fractions

Learning Steps

Block Intro

1	Wholes, equal parts and unequal parts
2	Match fractions to division
3	Match fractions to fraction notation
4	Order unit fractions by size of denominator
5	Repeated addition of unit fractions to form a non-unit fraction
6	Repeated addition of unit fractions to form a whole
7	Non-unit fractions
8	Compare and order non-unit fractions with same denominator
9	Compare and order non-unit fractions with same numerator
10	Practice Lesson: fractional sense <1
11	PS Lesson: fractional sense <1 (visual)
12	Understand mixed numbers
13	Understand improper fractions
14	Mixed into improper
15	improper into mixed
16	Compare and order mixed numbers using fractional sense: same whole and unit fraction
17	Compare and order mixed when wholes are different
18	Compare and order mixed with same wholes and non-unit
19	PS Lesson: fractional sense >1 (visual)
20	Represent unit fractions of amounts as bar models
21	Represent unit fractions of amounts as division equations
22	Practice Lesson: fractions of amounts (unit)
23	PS Lesson: fractions of amounts (real-life word / multi-step)
24	Add fractions with same denominator (not making whole)
25	Add fractions with same denominator (making whole)
26	Add on fractions using a numberlines
27	Add involving mixed numbers (2 lessons)
28	Subtract fractions from fractions
29	Subtract fractions from whole by converting whole to a fraction
30	Subtract involving mixed numbers (2 lessons)
31	Practice Lesson: add and subtract fractions
32	PS Lesson: add and subtract fractions (real-life word / multi-step)
33	Assessment
34	Pause & Stretch
35	PS Skills Lesson: visualising

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 learn – not just be taught. If some need more, trim others.