

## Mental Maths Objectives Summer Term 2017

Children will be given a range of online games and tasks from MyMaths as homework during the summer term. These can be found at [www.MyMaths.co.uk](http://www.MyMaths.co.uk). Children need their username and password to access the games. Children **will not** be tested on the objectives on a Friday for Maths this term.

There will be a range of games and tasks set for the children at a given time, but please note that homework is to take no longer than 20min per week and there is no expectation for children to complete all tasks. However, we do understand that some children will want to spend longer on the games and tasks and to possibly complete them all. This is completely up to the individual and time allowance for homework at home.

Below is a guidance of what objectives will appear on MyMaths and when. The homework will coincide with the Maths focus and objectives being taught in class at that time.

As ever, if there is anything that you would like to ask one of the Teachers regarding homework in Year3/4, then please do not hesitate to call in and speak to one of us.

Miss Sheard, Miss Dunn, Mrs Jones and Mrs Todd

Tasks available online from:	Objectives covered	Tasks available online to:
24 <sup>th</sup> April <b>Number: Number and place value</b>	<b>Year 3</b> <ul style="list-style-type: none"><li><input type="checkbox"/> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li><li><input type="checkbox"/> recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li><li><input type="checkbox"/> compare and order numbers up to 1000</li><li><input type="checkbox"/> identify, represent and estimate numbers using different representations</li><li><input type="checkbox"/> read and write numbers up to 1000 in numerals and in words</li><li><input type="checkbox"/> solve number problems and practical problems involving these ideas.</li></ul> <b>Year 4</b> <ul style="list-style-type: none"><li><input type="checkbox"/> count in multiples of 6, 7, 9, 25 and 1000</li><li><input type="checkbox"/> find 1000 more or less than a given number</li><li><input type="checkbox"/> count backwards through zero to include negative numbers</li><li><input type="checkbox"/> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li><li><input type="checkbox"/> order and compare numbers beyond 1000</li><li><input type="checkbox"/> identify, represent and estimate numbers using different representations</li></ul>	Friday 5 <sup>th</sup> May (2 weeks)

	<ul style="list-style-type: none"> <li>□ round any number to the nearest 10, 100 or 1000</li> <li>□ solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>□ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	
5 <sup>th</sup> May <b>Number: Addition and subtraction</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>□ add and subtract numbers mentally, including:</li> <li>□ a three-digit number and ones</li> <li>□ a three-digit number and tens</li> <li>□ a three-digit number and hundreds</li> <li>□ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>□ estimate the answer to a calculation and use inverse operations to check answers</li> <li>□ solve problems, including missing number problems,</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>□ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>□ estimate and use inverse operations to check answers to a calculation</li> <li>□ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	19 <sup>th</sup> May (2 weeks)
19 <sup>th</sup> May <b>Number: Multiplication and division</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>□ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>□ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>□ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>□ recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>□ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> </ul>	2 <sup>nd</sup> June (2 weeks)

	<ul style="list-style-type: none"> <li>□ recognise and use factor pairs and commutatively in mental calculations</li> <li>□ multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>□ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>	
2 <sup>nd</sup> June <b>Number: Fractions including decimals</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>□ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>□ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>□ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>□ recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>□ add and subtract fractions with the same denominator within one whole (for example, <math>5/7 + 1/7 = 6/7</math>)</li> <li>□ compare and order unit fractions, and fractions with the same denominators</li> <li>□ solve problems that involve all of the above.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>□ recognise and show, using diagrams, families of common equivalent fractions</li> <li>□ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>□ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>□ add and subtract fractions with the same denominator</li> <li>□ recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>□ recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></li> <li>□ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul>	16 <sup>th</sup> June (2 weeks)

	<ul style="list-style-type: none"> <li>□ round decimals with one decimal place to the nearest whole number</li> <li>□ compare numbers with the same number of decimal places up to two decimal places</li> <li>□ solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	
16 <sup>th</sup> June <b>Geometry: Properties of shape</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>□ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>□ recognise angles as a property of shape or a description of a turn</li> <li>□ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>□ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>□ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>□ identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>□ identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>□ complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>	30 <sup>th</sup> June (2 weeks)
30 <sup>th</sup> June <b>Geometry: Position and direction</b>	<p><b>Year 3 and Year 4</b></p> <ul style="list-style-type: none"> <li>□ describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>□ describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>□ plot specified points and draw sides to complete a given polygon.</li> </ul>	7 <sup>th</sup> July (1 week)
7 <sup>th</sup> July <b>Measurement</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>□ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>□ measure the perimeter of simple 2-D shapes</li> <li>□ add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>□ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-</li> </ul>	14 <sup>th</sup> July (1 week)

	<p>hour and 24-hour clocks</p> <ul style="list-style-type: none"> <li>□ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>□ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>□ compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>□ Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>□ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>□ find the area of rectilinear shapes by counting squares</li> <li>□ estimate, compare and calculate different measures, including money in pounds and pence</li> <li>□ read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>□ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	
14 <sup>th</sup> July <b>Statistics</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>□ interpret and present data using bar charts, pictograms and tables</li> <li>□ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>□ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>□ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	28 <sup>th</sup> July (2 weeks)

Enjoy the summer holidays!