EFFECTIVE MATHS Year 3 mathematics curriculum overview

| | | Block 1 | | | | | | _ | | _ | - | | | | |
|----|-------------|---------------|---|------------------------|----|------------|--------------------------|-----------------------------------|---------------------|---------------------|-----------------------------------|------------------------------------|-----------------------------|----------------------------------|----------|
| | 1 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | | 8 | ç |) | 10 | 11 | 12 |
| Y3 | Place (U | value 1) | Addition | and subtractic (U1) | on | Multip | blication and di (U1) | vision | | Time | | Frac (L | tions J1) | Multiplication /division (U2) | Geometry |
| | | | NB: It is strongly suggested that Year The 'school to decide focus | | | | ar 3 st cus' at | art the year wi the end of Blo | th the b ck 3 wi | ridging Il allow | unit. This sec time for all Ye | ures key skills ar 3 content to | from Year 2. be covered. | | |
| | 1 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | | 8 | ç | | 10 | 11 | 12 |
| Y3 | Geometry | Money (U1) | | Place value (U2) | | Ad subt | dition and raction (U2) | Multip | olicatio | on and division | (U3) | F | ractions (U2) | Stati | stics |

| | | Block | 3 | | - | | _ | - | _ | - | - | _ |
|----|-------------------|-------|-----------|----|---------------|--------|-----------------|-----------------------|------------|---------------------------|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Y3 | Place val (U3) | ue | Calculati | on | Money (U2) | Length | Mass and volume | Patterns a relationsh | and ips | School to determine focus | | us |

The yearly overview is a broad guide to suggested coverage over the course of the academic year.

There are 39 school weeks, one week taken for INSET, leaving 38. Two of the 38 are generally taken up with trips, sports days, concerts and so on, leaving 36. The three 'blocks' are each 12 weeks long. Clearly the 12 weeks don't map directly to terms, they are not intended to. Where the table header has been highlighted in blue, this indicates that planning will be provided by *Effective Maths*. Please see the publication dates (on website) for details of when resources will be online.

Remembering content and making connections - Education Inspection Framework

In the 2023/24 block overviews that follow, the intention is to provide extremely clear signposting to the quizzes designed to support children in **remembering the key** content they have been taught. And, through the RTP¹ focuses, integrate knowledge into larger concepts. Teachers and leaders need to use assessment well, for example to help children embed and use knowledge fluently or to check understanding and inform teaching. But they also need to do this in a way that **does not create unnecessary** burdens for staff or children. The quizzes are ideal for this purpose. (These points - remembering key content, integrating knowledge and not creating burdens - are directly linked to bullet points 3 and 4 in the 'implementation' section of the current Education Inspection Framework.)

The RTP quiz focuses are linked to what the DfE describe as 'the most important knowledge and understanding within each year group'. These criteria very often require children to have command of a wider domain of knowledge than the mathsquiz.net quizzes do. The quizzes on mathsquiz.net **deliberately** take smaller steps. The aim of **both** is to provide teachers and leaders with several ways of supporting children's ongoing progress. For example, through sharing links for mathsquiz.net quizzes with parents/carers (so children continue to practise a core skill such as knowing the 8 × table) and then following up a child's work at home with a quiz session in school to ascertain progress. The RTP quiz focuses are designed to be mini-assessments carried out in school. Taken together, the quizzes and the paper-based end of unit assessments, provide schools with a range of simple strategies to assess the planned/intended curriculum, as opposed to using generic assessments not linked to the curriculum. In particular, the quizzes have the added advantage of being self-marking, easy to repeat and can be shared with parents/carers to support children' learning at home.

<u>Notes</u>

The lesson and quiz in red are being written for 2022/23 and will be online a few weeks before they are first required. Some RTP focuses are not best assessed by electronic means. For Y3 this is 3G-2 (draw polygons).

| | Block 1 | Block 2 | Block 3 |
|-----------------------|---------|---------|---------|
| Number of quizzes | 15 | 8 | 8 |
| Number of RTP quizzes | 6 | 5 | 4 |

15

¹ RTP Ready to Progress

EFFECTIVE MATHS

Year 3 mathematics curriculum

| 1 | _ | | | | | | | | | |
|---|---|--|---|---|--|---|--|--|---|--|
| • | 2 | 3 | 4 | ļ | 5 6 | 7 8 | 9 | 10 | 11 | 12 |
| Place (U | value 1) | Addition | and subtractio (U1) | n | Multiplication and division (U1) | Time | Fract (U | tions 1) | Multiplication /division (U2) | Geometry |
| (U 1] Reading an numbers to 30 numerals 2] Reading an numbers to 40 numerals 3] Reading an numbers in work 3] Reading an numbers in work 4] Counting for purs to 100 5] Identifying a epresenting n 2 MQ 6] Ten more a 7] Comparing numbers 8] Equivalence and 1 hundred 2 RTP 3NPV- | 1) d writing 0 in d writing 0 in d writing ords orwards in and umbers and ten less and ordering e of 10 tens 1 | RTP 3NF-1 [1] + facts for 1 and 10 MQ [2] + and - facts multiples of 5 a [3] Add a 3-dig [4] Subtracting number (excha [5] Add a 3-dig subtract tens fr [6] Adding multiple the next hundre [7] Subtracting (bridging hundle previous hundre [8] Add numbe (no exchanging) [10] Subtract n digits (no excha [11] Subtract n | (U1) ←1 00 using multipl s for 100 using ind 10 ☆MQ it number and o ones from a thr anging) it number and te om a 3-digit nur tiples of ten (ma ed) multiples (ma ed) multiple | les of 5 nes ree-digit ens; mber iking e ligits to 3 to 3- | (U1) [1] 5 × table (revision) [2] 4 × table ☆MQ [3] 8 × table ☆MQ [4] 3 × table ☆MQ [5] Solving problems involving 3, 4 and 8 × tables [6] Dividing by 4 ☆MQ [7] Dividing by 8 ☆MQ [8] Dividing by 3 ☆MQ ☆RTP 3NF-2 2 RTP quizzes: 1 focuses on × facts and the other on ÷ facts | [1] Telling the time to the nearest 5 minutes [2] Telling time to nearest 1 minute ☆MQ [3] Different ways of expressing time 1:30pm; 1:30 in the afternoon; minutes past/minutes to [4] 24-hour clocks ☆MQ [5] Number of seconds in a minute [6] The number of days in each month, year and leap year [7] Finding and comparing durations | (U [1] Recognisin fifths, sixths and [2] Recognisin fifths, sixths, s eighths and ni [3] Recognisin fifths, sixths, s eighths, ninths AU RTP 3F-1 [4] Counting in [5] Finding hal [6] Finding qua [7] Finding fra- quantities I [8] Comparing fractions [a] [9] Comparing fractions [b] C RTP 3F-3 [10] Equivalen | 1) Ing fractions: Ind sevenths Ing fractions: Sevenths, Inths Ing fractions: Sevenths, Is and tenths Is and tenths Ives In tenths Ives Ives Interns Ctions of RTP 3F-2← I and ordering I and ordering MQ Internations | /division (U2) [1] Multiplying by teen numbers [2] Multiplying multiples of ten by 1-digit numbers ☆MQ [3] Multiplying 2- digit numbers by 4 [4] Multiplying 2- digit numbers by 8 | [1] Angles Understanding angles as the amount of turn [2] Angles Identifying angles [3] Angles Number of angles, number of sides; drawing and reflecting shapes and counting sides and angles [4] Right angles ☆ MQ [5] Turns |
| 2] iu iu 3] iu 4] iu 4] 5] 5] 5] 5] 5] 7] iu 8] in ¢ | Reading an mbers to 40 merals Reading an mbers in wo Counting fo urs to 100 Identifying a presenting n MQ Ten more a Comparing mbers Equivalence d 1 hundred RTP 3NPV- | Reading and writing mbers to 400 in merals Reading and writing mbers in words Counting forwards in urs to 100 Identifying and oresenting numbers MQ Ten more and ten less Comparing and ordering mbers Equivalence of 10 tens d 1 hundred RTP 3NPV-1 | Reading and writing mbers to 400 in merals[2] + and - rack multiples of 5 a multiples of 5 aReading and writing mbers in words[3] Add a 3-digReading and writing mbers in words[4] Subtracting number (excha [5] Add a 3-dig subtract tens frCounting forwards in urs to 100[5] Add a 3-dig subtract tens frIdentifying and presenting numbers[6] Adding multi the next hundre [7] Subtracting (bridging hundi previous hundred [8] Add number (no exchanging)Equivalence of 10 tens d 1 hundred RTP 3NPV-1[9] Add number (add number (no exchanging)[10] Subtract n digits (no excharging) | Reading and writing mbers to 400 in merals[2] + and - facts for 100 using multiples of 5 and 10 ☆MQReading and writing mbers in words[3] Add a 3-digit number and of (4] Subtracting ones from a thr number (exchanging)Counting forwards in urs to 100[5] Add a 3-digit number and te subtract tens from a 3-digit num (5] Add a 3-digit number and te subtract tens from a 3-digit num (6] Adding multiples of ten (mathematication of the next hundred)Identifying and presenting numbers MQ Ten more and ten less[6] Adding multiples of ten (mathematication of the next hundred)Comparing and ordering mbers[7] Subtracting multiples of ten (mathematication of the next hundred)[7] Subtracting multiples of ten (mathematication of the next hundred)[7] Subtracting multiples of ten (mathematication of the next hundred)[7] Subtracting multiples of ten (mathematication of the next hundred)[8] Add numbers with up to 3-c (no exchanging)[9] Add numbers with up to 3-c (exchanging)[10] Subtract numbers with up digits (no exchanging)[11] Subtract numbers with up digits (exchanging)[11] Subtract numbers with up digits (exchanging) | Reading and writing mbers to 400 in merals[2] + and - facts for fooldship multiples of 5 and 10 ☆MQReading and writing mbers in words[3] Add a 3-digit number and onesReading and writing mbers in words[4] Subtracting ones from a three-digit number (exchanging)Counting forwards in urs to 100[5] Add a 3-digit number and tens; subtract tens from a 3-digit numberIdentifying and presenting numbers[6] Adding multiples of ten (making the next hundred)[7] Subtracting multiples of ten (bridging hundreds: making the previous hundred) ☆MQComparing and ordering mbers[8] Add numbers with up to 3-digits (no exchanging)[9] Add numbers with up to 3-digits (no exchanging)[9] Add numbers with up to 3-digits (exchanging)[10] Subtract numbers with up to 3 digits (no exchanging)[11] Subtract numbers with up to 3- digits (exchanging) | Reading and writing mbers to 400 in merals [2] + and - facts for foo using multiples of 5 and 10 ☆MQ [3] 8 × table ☆MQ merals [3] Add a 3-digit number and ones [4] 3 × table ☆MQ Reading and writing mbers in words [4] Subtracting ones from a three-digit number (exchanging) [5] Solving problems involving 3, 4 and 8 × tables Counting forwards in urs to 100 [5] Add a 3-digit number and tens; subtract tens from a 3-digit number [6] Dividing by 4 ☆ MQ Identifying and presenting numbers [6] Adding multiples of ten (making the next hundred) [7] Subtracting multiples of ten (bridging hundreds: making the previous hundred) ☆ MQ [8] Add numbers with up to 3-digits (no exchanging) [8] Add numbers with up to 3-digits (exchanging) [8] Add numbers with up to 3-digits (exchanging) [10] Subtract numbers with up to 3-digits (exchanging) [11] Subtract numbers with up to 3-digits (exchanging) | Reading and writing mbers to 400 in merals[2] + and - facts for not using multiples of 5 and 10 ☆MQ[3] 8 × table ☆MQ[2] Telling time to nearest 1 minute ☆MQReading and writing mbers in words[3] Add a 3-digit number and ones (4] Subtracting ones from a three-digit number (exchanging)[4] Subtracting ones from a three-digit number (exchanging)[5] Solving problems involving 3, 4 and 8 × tables[3] Different ways of expressing time 1:30 pm; 1:30 in the afternoon; minutes past/minutes toIdentifying and presenting numbers MQ[6] Adding multiples of ten (making the next hundred)[6] Adding multiples of ten (bridging hundreds: making the previous hundred) ☆MQ[6] Dividing by 8 ☆MQ[4] 24-hour clocks ☆MQComparing and ordering mbers[8] Add numbers with up to 3-digits (no exchanging)[8] Dividing by 3 ☆MQ[5] Number of days in each month, year and leap yearEquivalence of 10 tens d 1 hundred RTP 3NPV-1[9] Add numbers with up to 3- digits (no exchanging)[7] Finding and comparing durations of events | Reading and writing merals[2] + ard - racus for 100 using multiples of 5 and 10 ☆ MQ[3] 8 × table ☆ MQ[2] Telling time to nearest 1 minuteIntus, sixtins, s eighths and niReading and writing mbers in words[3] Add a 3-digit number and ones (4] Subtracting ones from a three-digit number (exchanging)[4] 3 × table ☆ MQ[3] Different ways of expressing time 1:30pm; 1:30 in the afternoon; minutes past/minutes to[3] Different ways of eighths, ninths ☆ MQCounting forwards in urber (exchanging)[5] Add a 3-digit number and tens; subtract tens from a 3-digit number[6] Dividing by 4 ☆ MQ[3] Different ways of expressing time 1:30pm; 1:30 in the afternoon; minutes to[3] Counting in (10] Subtract tens from a 3-digit numberIdentifying and oresenting numbers MQ[6] Adding multiples of ten (bridging hundreds: making the previous hundred) ☆ MQ[6] Dividing by 4 ☆ MQ[4] 24-hour clocks ☆ MQ[5] Number of seconds in a minute[6] Finding na (10] Finding fra quantities ☆ HEquivalence of 10 tens d 1 hundred RTP 3NPV-1[9] Add numbers with up to 3-digits (no exchanging)[9] Add numbers with up to 3- digits (no exchanging)[7] Finding and comparing durations of events[9] Comparing fractions [a][11] Subtract numbers with up to 3- digits (exchanging)[11] Subtract numbers with up to 3- digits (exchanging)[7] Finding and comparing durations of events[7] Finding and comparing durations of events | Reading and writing multiples of 5 and 10 ☆MQ[3] 8 × table ☆MQ[2] Telling time to nearest 1 minuteReading and writing merals[3] Add a 3-digit number and ones[4] 3 × table ☆MQ[3] B × table ☆MQ[3] Recognising fractions: fifths, sixths, sevenths, eighths, and inthsReading and writing mbers in words[3] Add a 3-digit number and tens; subtract tens from a 3-digit number[5] Solving problems involving 3, 4 and 8 × tables[3] Different ways of expressing time 1:30 pm; 1:30 in the afternoon; minutes past/minutes to[3] Add a 3-digit numberIdentifying and presenting numbers[6] Adding multiples of ten (bridging hundreds: making the previous hundred) [7] Subtracting multiples of ten (bridging hundreds: making if)[6] Dividing by 8 ☆MQ[7] Dividing by 8 ☆MQ[6] Finding quarters (F) Inviding by 8 ☆MQ[8] Add numbers with up to 3-digits (no exchanging)[9] Add numbers with up to 3-digits (no exchanging)[6] Dividing by 3 ☆MQ[6] The number of excons in a minute[6] Comparing and ordering fractions [a][9] Add numbers with up to 3-digits (no exchanging)[9] Add numbers with up to 3- digits (no exchanging)[7] Finding and fracts[6] The number of days in each month, year and leap year[9] Comparing and ordering fractions [a][10] Subtract numbers with up to 3- digits (exchanging)[11] Subtract numbers with up to 3- digits (exchanging)[7] Finding and comparing durations of events[10] Subtract numbers with up to 3- digits (exchanging)[11] Subtract numbers with up to 3- digits (exchanging)[7] Finding and comparing durations of ev | Reading and writing merals[2] + ald - lacks in 100 using multiples of 5 and 10 ☆MQ[3] 8 × table ☆MQ[2] Telling time to nearest 1 minuteInitits, sixtins, sevenius, eighths and ninths[2] multiples of 5 multiples of 5 multiples of 5 and 10 ☆MQ[3] 8 × table ☆MQ[3] Recognising fractions: fifths, sixtins, sevenius, eighths and ninths[2] multiples of fifths, sixtins, sevenius, eighths, ninths and tenths ☆MQ[3] Different ways of eighths, ninths and tenths ☆MQ[3] Different ways of eighths, ninths and tenths ☆MQ[3] Different ways of eighths, ninths and tenths ☆MQ[3] Dividing by 4 ☆MQ[4] 24-hour clocks ☆MQ[5] Finding nultiples of ten by 1-digit mumbers (F] Subtracting multiples of ten (bridging hundreds: making the previous hundred) ☆MQ[6] Dividing by 8 ☆MQ[7] Dividing by 8 ☆MQ[7] Finding fractions of quantities ☆ RTP 3F-2 2 RTP 3IF-2[8] Comparing and ordering minute[4] fractions [a][4] multiplying 2- digit mumbers by fractions [a][4] multiplying 2- digit multiply 2- digit multiply 2- digits (no exchanging)[3] Dividing by 3 ☆MQ[5] Number of seconds in a minute[6] Comparing and ordering fractions [a][7] Finding fractions multiply 2- digit multiply 2- multiply 2- digits (no exchanging)[8] Dividing by 3 ☆MQ[9] Comparing and ordering fractions [a][10] fractions [a][11] fractions [a][11] fractions [b] |

 ¹ RTP 3NF-1 focuses on making the next/previous ten, key skills for future success in KS2. Start + and – U1 reviewing these skills: the lessons are in the Y3 bridging unit.

 ☆indicates a quiz linked to the content of the lesson/s.
 ☆RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

EFFECTIVE MATHS

Year 3 mathematics curriculum

| | | Block 2 | | | | | | | | | |
|----|--|---|--|--|---|--|--|--|---|---|--|
| | 1 | 2 | 3 4 | 5 6 | 7 | 8 | 9 | | 10 | 11 | 12 |
| ¥3 | Geometry | Money (U1) | Place value (U2) | Addition and subtraction (U2) | Multiplication a | and division (U | 3) | F | ractions (U2) | Stati | stics |
| | [6] Perpendicular lines [7] Parallel lines ☆MQ [8] 2-D shapes [9] 3-D shapes | [1] Identifying amounts of money [2] Making £1 [3] Making £2 and £5 [4] Equivalence [5] Adding amounts of money [6] Converting amounts of money [7] Adding amounts of money (bridging £1) ^(*)MQ Y3 quiz covers: Identifying amounts of money, equivalence, addition | [1] Reading and writing numbers to 700 [2] Counting forwards in fours to 400 [3] Counting backwards in fours from numbers up to 400 ☆ MQ [4] Counting to 700 in step of 10, 50 and 100 [5] Reading scales with 2, 4, 5 or 10 intervals ☆ RTP 3NPV-4 [6] Comparing numbers to 700 [7] Three-digit numbers in the linear number system ☆ 3NPV-3 [8] Solving problems ☆ MC | [1] Number facts for 100 and related facts ☆RTP 3AS-1 ← [2] Estimation [3] Column method for addition [a] [4] Column method for addition [b] ☆RTP 3AS-2 ← Quiz focuses on addition [5] Missing digits in column method for addition [6] Column method for subtraction [a] [7] Column method for subtraction [b] ☆RTP 3AS-2 ← Quiz focuses on addition | [1] 4 × table (and commutative relative multiplication [2] 8 × table and problems [3] 3 × table and problems [4] Multiplying teemultiplying multiplying multiplying multiplying for a stable of a sta | d understanding ationships usin grid) associated associated en numbers an ples of ten digit numbers I inked to the 4 MQ inked to the 3 iples of ten artitioning (÷ by partitioning (÷ l | g [g v f s hd s f s y 4 y 4 by | [1] Add with the denom [2] Sub fraction same constraints and constraints and | ding fractions e same hinator otracting hs with the denominator dition and ction of hs as inverse ions otracting from hole P 3F-4 | Sorting diagent (2) Carroll diagent (2) Venn diagent (2) Venn diagent (2) Sorting diagent (2) | grams grams ams 🔆 MQ grams ections diagrams, ms and grams I diagrams grams) bar charts |

☆indicates a quiz linked to the content of the lesson/s.
 ☆RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to
 ☆MQ means the quiz is accessible via mathsquiz.org
 indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

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Year 3 mathematics curriculum

| Y3 Place (L [1] Readir writing nu 1,000 in n and words [2] Counti multiples of 50 and 10 [3] Compa ordering n [4] Identify representi | e value (U3) ing and umbers (to numerals ds) ☆MQ ting in s of 3, 4, 8, 00 ☆MQ paring and numbers | 2 3 Calculati [1] Scaling number f (addition) [2] Scaling number f (subtraction) ☆ RTF [3] Different methods [4] Different methods subtraction [5] Addition and subt problems ☆MQ | 4 on acts by 10 acts by 10 o 3NF-3← s for addition s for traction | 5 Money (U2) [1] Revision of unit 1 [2] Subtracting amounts of money (a) [3] Subtracting | 6 Length [1] Estimating and measuring in m and cm [2] Converting lengths in m | 7 Mass and volume [1] Reading masses in grams [2] Reading masses in kilograms and grams ☆MQ | 8 Patterns a relationsh [1] Shrinking patterns ☆MC [2] Addition pa on the numbe (a) [3] Addition pa on the numbe (a) | atterns parterns r grid | 9 If time the Re | 10 School to exists, it is sug eady to Progres | 11 determine focu ggested it is use ss focuses. | 12 s d to revisit |
|--|--|--|--|--|--|--|--|---|------------------------|---|--|-------------------------|
| Y3 Place (I I) Readir writing nu 1,000 in n and words [2] Counti multiples o 50 and 10 [3] Compa ordering n [4] Identify represent | e value (U3) ing and umbers (to numerals ds) ☆MQ ting in s of 3, 4, 8, 00 ☆MQ paring and numbers | Calculati [1] Scaling number fr (addition) [2] Scaling number fr (subtraction) 🔆 RTF [3] Different methods [4] Different methods subtraction [5] Addition and sub- problems 🔆 MQ | on acts by 10 acts by 10 or 3NF-3 ← s for addition s for traction | Money (U2) [1] Revision of unit 1 [2] Subtracting amounts of money (a) [3] Subtracting | Length [1] Estimating and measuring in m and cm [2] Converting lengths in m | Mass and volume [1] Reading masses in grams [2] Reading masses in kilograms and grams | Patterns a relationsh [1] Shrinking patterns 🔆 MC [2] Addition pa on the numbe (a) [3] Addition pa on the numbe | atterns atterns | If time the Re | School to exists, it is sug ady to Progres | determine focu ggested it is use ss focuses. | s d to revisit |
| [1] Readir writing nu 1,000 in n and words [2] Counti multiples of 50 and 10 [3] Compa ordering n [4] Identify representi | ing and umbers (to numerals ds) ☆MQ ting in s of 3, 4, 8, 00 ☆MQ paring and numbers | Scaling number f (addition) Scaling number f (subtraction) RTF Different methods Different methods Different methods Subtraction Addition and subtraction | acts by 10 acts by 10 2 3NF-3 \leftarrow s for addition s for traction | [1] Revision of unit 1 [2] Subtracting amounts of money (a) [3] Subtracting | [1] Estimating and measuring in m and cm [2] Converting lengths in m | [1] Reading masses in grams [2] Reading masses in kilograms and grams | [1] Shrinking patterns AMC [2] Addition pa on the numbe (a) [3] Addition pa on the numbe | 2 atterns r grid atterns | If time the Re | exists, it is sug ady to Progres | gested it is use s focuses. | d to revisit |
| numbers [5] Partitic different w [6] Partitic different w [7] Partitic different v CRTP 3 [8] Numbe | fying and ting ioning in ways [a] ioning in ways [b] ioning in ways [c] iNPV-2 ← | [6] Manipulate the adrelationship RTP [7] Multiplication fact multiplying 'teen' nur (revision) [8] Column methods multiplication [9] Multiplication pro [10] Division – revisi [11] Short division [a [12] Short division [b [13] Multiplication arpoblems XMQ | dditive 3AS-3 s and nbers for blems on]] d division | amounts of money (b) [4] Subtracting amounts of money (c) [5] Solving problems about money MQ Subtracting amounts of money | and cm to cm [3] Measuring in cm and mm [4] Comparing lengths written in different units XMQ [5] Perimeter [a] [6] Perimeter [b] | [3] Volume and capacity - revision [4] Measuring in litres and millilitres [5] Solving problems about volume | (b) [4] Addition pa on the numbe (c) [5] Subtractior patterns on the number grid (a [6] Subtractior patterns on the number grid (b) | r grid atterns r grid n e a) n e b) | | | | |

XMQ means the quiz is accessible via mathsquiz.org indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.