



Yr 3 Maths

Autumn Medium Term Plan

<u>Weeks</u>	<u>Sequence and Theme</u>	<u>National Curriculum Links</u>	<u>Learning Intentions (Small Steps)</u>	<u>Key Vocabulary</u>
1-4	<u>Baselining of year 2 key performance indicators</u>	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use <, > and = signs Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers Compare and sort common 2-D and 3-D shapes and everyday objects 	<ol style="list-style-type: none"> To count forwards and backwards from 0 and 10s To compare and order numbers to 100 To use place value and number facts to answer questions To solve problems with addition and subtraction To mentally add and subtract To quickly recall number bonds to 20 and work out bonds to 100 To use multiplication and division facts for 2, 5 and 10 To mentally answer multiplication and division questions To answer multiplication and division questions using arrays and repeated addition To work out $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ To add and subtract money and give change To compare and sort 2d and 3d shapes To describe position, direction and movement To ask and answer questions about totalling 	<p>Numbers to one hundred Hundreds Partition, recombine None Count (on/up/to/from/down) More, less, many, Few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Units, ones, tens Ten more/less Digit Numeral Compare Number bonds, number line Add, more, plus, make, sum, total, altogether Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...? How many left? Group, sort Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round</p>
4-7	<u>Number</u> Place Value	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Read and write numbers up to 1,000 in numerals and words Compare and order numbers up to 1,000 	<ol style="list-style-type: none"> To represent numbers to 100 To partition numbers to 100 To use a number line to 100 To recognise hundreds To represent numbers to 1,000 To partition numbers to 1,000 To flexibly partitioning of numbers to 1,000 To identify a number by its structure To find 1, 10 or 100 more or less To use a number line to 1,000 To estimate on a number line to 1,000 To compare numbers to 1,000 To order numbers to 1,000 To count in 50s 	<p>Numbers to one thousand Numbers to one hundred Hundreds Partition, recombine Hundred more/less None Count (on/up/to/from/down) Before, after More, less, many, Few, fewer, least, fewest, smallest, greater, lesser Equal to, the same as Odd, even Pair Units, ones, tens Ten more/less</p>



				Digit, Numeral Figure(s) Compare Size Value Between, Halfway between Above, below
8-12	<u>Number</u> Addition and Subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers 	<ol style="list-style-type: none"> 1. To apply number bonds within 10 2. To add and subtract 1s 3. To add and subtract 10s 4. To add and subtract 100s 5. To spot patterns 6. To add 1s across a 10 7. To add 10s across a 100 8. To subtract 1s across a 10 9. To subtract 10s across a 100 10. To make connections 11. To add two numbers with no exchanging 12. To subtract two numbers with no exchanging 13. To add two numbers across a 10 14. To add two numbers across a 100 15. To subtract two numbers across a 10 16. To subtract two numbers across a 100 17. To add 2-digit and 3-digit numbers 18. To subtract a 2-digit number from a 3-digit number 19. To find complements to 100 20. To estimate answers 21. To use inverse operations 22. To select and use appropriate methods 	Column addition and subtraction Number bonds, number line Add, more, plus, make, sum, total, altogether Inverse Double Half, halve Equals, is the same as (including equals sign) Difference between How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus How many fewer is...than...? How much less is...? How many left?
13-15 (and week 1 of Spring Term)	<u>Number</u> Multiplication and Division A	<ul style="list-style-type: none"> • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2) • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) 	<ol style="list-style-type: none"> 1. To recognise equal groups 2. To use arrays 3. To recognise multiples of 2 4. To recognise multiples of 5 and 10 5. To use sharing and grouping 6. To multiply by 3 7. To divide by 3 8. To recognise the 3 times-table 9. To multiply by 4 10. To divide by 4 11. To recognise the 4 times-table 12. To multiply by 8 13. To divide by 8 14. To recognise the 8 times-table 15. To recognise the 2, 4 and 8 times-tables 	Product Multiples of four, eight, fifty and one hundred Scale up Odd, even Count in twos, threes, fives Count in tens (forwards from/backwards from) How many times? Lots of, groups of Once, twice, three times, five times Multiple of, times, multiply, multiply by Repeated addition Array, row, column Double, halve Share, share equally Group in pairs, threes, etc. Equal groups of Divide, divided by, left, left over



		<ul style="list-style-type: none">• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		
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Spring Medium Term Plan

<u>Weeks</u>	<u>Sequence and Theme</u>	<u>National Curriculum Links</u>	<u>Learning Intentions (Small Steps)</u>	<u>Key Vocabulary</u>
1	Complete Number: Multiplication and Division A from Autumn Term			
2-4	<p>Number Multiplication & Division B</p>	<ul style="list-style-type: none"> Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2) Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods 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 	<ol style="list-style-type: none"> To further develop understanding of multiples of 10 To explore calculations related to known facts To reason using multiplication To multiply a 2-digit number by a 1-digit number with no exchanging To multiply a 2-digit number by a 1-digit number with exchanging To link multiplication and division facts? To divide a 2-digit number by a 1-digit number with no exchanging To divide a 2-digit number by a 1-digit number with flexible partitioning To divide a 2-digit number by a 1-digit number with remainders? To develop my understanding of scaling To solve correspondence problems 	<p>Product Multiples of four, eight, fifty and one hundred Scale up Odd, even Count in twos, threes, fives Count in tens (forwards from/backwards from) How many times? Lots of, groups of Once, twice, three times, five times Multiple of, times, multiply, multiply by Repeated addition Array, row, column Double, halve Share, share equally Group in pairs, threes, etc. Equal groups of Divide, divided by, left, left over</p>
5-7	<p>Measurement Length & Perimeter</p>	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes 	<ol style="list-style-type: none"> To measure in metres and centimetres To measure in millimetres To measure in centimetres and millimetres To measure in metres, centimetres and millimetres To use equivalent lengths of metres and centimetres To use equivalent lengths of centimetres and millimetres To compare and order lengths To add lengths To subtract lengths To explain what perimeter is To measure perimeter To calculate perimeter 	<p>Leap year Twelve-hour/twenty-four-hour clock Roman numerals I to XIII Quarter past/to m/km, g/kg, ml/l Temperature (degrees) Full, half full, empty Holds, Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales Time, Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after Next, last Now, soon, early, late Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past</p>



				<p>Clock, watch, hands How long ago? how long will it be to...? how long will it take to...? how often? Always, never, often, sometimes, usually Once, twice First, second, third, etc. Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total</p>
8-10	<u>Number</u> Fraction A	<ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators 	<ol style="list-style-type: none"> To understand denominators of unit fractions To compare and order unit fractions To understand numerators in unit and non-unit fractions To understand the whole To compare and order non-unit fractions To explore fractions in different contexts To explore fractions on a number line? To count fractions on a number line? To explore equivalent fractions using number lines? To explore equivalent fractions using bar models 	<p>Equivalent decimals and fractions Numerator, denominator Unit fraction, non-unit fraction Compare and order Tenths Three quarters, one third, a third Equivalence, equivalent Whole Equal parts, four equal parts One half, two halves A quarter, two quarters</p>
11-13	<u>Measurement</u> Mass & Capacity	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<ol style="list-style-type: none"> To read measurements of different scales To measure mass in grams? To measure mass in kilograms and grams To find equivalent masses of kilograms and grams To compare masses using grams and kilograms? To add and subtract mass To measure capacity and volume in millilitres To measure capacity and volume in litres and millilitres To find equivalent capacities and volumes of litres and millilitres To compare capacities and volumes To add and subtract capacities and volumes? 	<p>Leap year Twelve-hour/twenty-four-hour clock Roman numerals I to XIII Quarter past/to m/km, g/kg, ml/l Temperature (degrees) Full, half full, empty Holds, Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales Time, Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Today, yesterday, tomorrow</p>



				<i>Before, after</i> <i>Next, last</i> <i>Now, soon, early, late</i> <i>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</i> <i>Old, older, oldest, new, newer, newest</i> <i>Takes longer, takes less time</i> <i>Hour, o'clock, half past</i> <i>Clock, watch, hands</i> <i>How long ago? how long will it be to...? how long will it take to...? how often?</i> <i>Always, never, often, sometimes, usually</i> <i>Once, twice</i> <i>First, second, third, etc.</i> <i>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</i> <i>Length, width, height, depth</i> <i>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest</i> <i>Low, wide, narrow, deep, shallow, thick, thin,</i> <i>Far, near, close</i> <i>Metre, ruler, metre stick</i> <i>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</i> <i>How much? how many?</i> <i>Total</i>
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Yr 3 Maths

Summer Medium Term Plan

<u>Weeks</u>	<u>Sequence and Theme</u>	<u>National Curriculum Links</u>	<u>Learning Intentions (Small Steps)</u>	<u>Key Vocabulary</u>
1-2	Number Fraction B	<ul style="list-style-type: none"> • Add and subtract fractions with the same denominator within one whole • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	<ol style="list-style-type: none"> 1. To add fractions 2. To subtract fractions 3. To partition a whole using fractions 4. To find unit fractions of a set of objects 5. To find non-unit fractions of a set of objects 6. To reason with fractions of an amount 	<i>Equivalent decimals and fractions</i> <i>Numerator, denominator</i> <i>Unit fraction, non-unit fraction</i> <i>Compare and order</i> <i>Tenths</i> <i>Three quarters, one third, a third</i> <i>Equivalence, equivalent</i> <i>Whole</i> <i>Equal parts, four equal parts</i> <i>One half, two halves</i> <i>A quarter, two quarters</i>
3	Measurement Money	<ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts 	<ol style="list-style-type: none"> 1. To use pounds and pence 2. To convert pounds and pence 3. To add money 4. To subtract money 5. To find change 	<i>Leap year</i> <i>Twelve-hour/twenty-four-hour clock</i> <i>Roman numerals I to XIII</i> <i>Quarter past/to</i> <i>m/km, g/kg, ml/l</i> <i>Temperature (degrees)</i> <i>Full, half full, empty</i> <i>Holds, Container</i> <i>Weigh, weighs, balances</i> <i>Heavy, heavier, heaviest, light, lighter, lightest</i> <i>Scales</i> <i>Time, Days of the week: Monday, Tuesday, etc.</i> <i>Seasons: spring, summer, autumn, winter</i> <i>Day, week, month, year, weekend</i> <i>Birthday, holiday</i> <i>Morning, afternoon, evening, night, midnight</i> <i>Bedtime, dinnertime, playtime</i> <i>Today, yesterday, tomorrow</i> <i>Before, after</i> <i>Next, last</i> <i>Now, soon, early, late</i> <i>Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly</i> <i>Old, older, oldest, new, newer, newest</i> <i>Takes longer, takes less time</i> <i>Hour, o'clock, half past</i> <i>Clock, watch, hands</i> <i>How long ago? how long will it be to...? how long will it take to...? how often?</i> <i>Always, never, often, sometimes, usually</i> <i>Once, twice</i> <i>First, second, third, etc.</i> <i>Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough</i> <i>Length, width, height, depth</i>



				<p>Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as How much? how many? Total</p>
4-6	<p>Measurement Time</p>	<ul style="list-style-type: none"> • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • 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, am/pm, morning, afternoon, noon and midnight • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events 	<ol style="list-style-type: none"> 1. To use Roman numerals to 12 with time 2. To tell the time to 5 minutes 3. To tell the time to the minute 4. To read time on a digital clock 5. To use am and pm 6. To understand the relationship between years, months and days 7. To understand the relationship between days and hours 8. To work out start and end times for hours and minutes 9. To find durations in hour and minutes 10. To explore time using minutes and seconds 11. To understand when to use different units of time 12. To solve problems with time 	<p>Leap year Twelve-hour/twenty-four-hour clock Roman numerals I to XIII Quarter past/to m/km, g/kg, ml/l Temperature (degrees) Full, half full, empty Holds, Container Weigh, weighs, balances Heavy, heavier, heaviest, light, lighter, lightest Scales Time, Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter Day, week, month, year, weekend Birthday, holiday Morning, afternoon, evening, night, midnight Bedtime, dinnertime, playtime Today, yesterday, tomorrow Before, after Next, last Now, soon, early, late Quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly Old, older, oldest, new, newer, newest Takes longer, takes less time Hour, o'clock, half past Clock, watch, hands How long ago? how long will it be to...? how long will it take to...? how often? Always, never, often, sometimes, usually Once, twice First, second, third, etc. Estimate, close to, about the same as, just over, just under, Too many, too few, not enough, enough Length, width, height, depth Long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest Low, wide, narrow, deep, shallow, thick, thin, Far, near, close Metre, ruler, metre stick Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</p>



				How much? how many? Total
7-8	<u>Geometry</u> Shape	<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn 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 Measure the perimeter of simple 2-D shapes Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<ol style="list-style-type: none"> To identify turns and angles To recognise right angles To compare angles To measure and draw accurately To use and draw horizontal and vertical lines To identify parallel and perpendicular lines To recognise and describe 2-D shapes To draw polygons To recognise and describe 3-D shapes To make 3-D shapes 	Size Bigger, larger, smaller Symmetrical, line of symmetry Fold Match Mirror line, reflection Pattern, repeating pattern Group, sort Cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square Shape Flat, curved, straight, round Hollow, solid Corner (point, pointed), Vertices Face, side, edge Make, build, draw Horizontal, vertical, perpendicular and parallel lines
9-10	<u>Statistics</u>	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables 	<ol style="list-style-type: none"> To interpret pictograms To draw pictograms To interpret bar charts To draw bar charts To collect and represent data To interpret information from two-way tables 	Count, tally, sort Vote Graph, block graph, pictogram, Represent Group, set, list, table Label, title Most popular, most common, least popular, least common Chart, bar chart, frequency table, Carroll diagram, Venn diagram Axis, axes Diagram
11	Consolidate Summer learning through recap, revision and real life experiences.			