

Year 3 Maths Medium Term Plan 2021-2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	<p>Number and place value To represent 3 digit numbers (concrete) To find 1, 10 or 100 more than a given number (concrete). To recognise the place value of each digit in a three digit number.</p>	<p>Addition/subtraction To use partitioning to add To use a number line for addition To solve missing number problems To add a three digit number and ones without regrouping (see progression year2)</p>	<p>Addition/subtraction To find the difference using a number line (for near numbers) To use number bonds to subtract mentally (see mental strategies below for progression and next page for exemplification) To subtract without regrouping (see year 2)</p>	<p>Multiplication To use number bonds for factors and products To understand how place value changes when multiplying by 10 To calculate two digit numbers multiplied by one digit numbers</p>	<p>Division To use number bonds for factor and products (using multiples of 3,4 and 8) To identify missing factors To derive related division facts from known multiplication facts To use the distributive property strategy to divide 'friendly' numbers.</p>	<p>Measure – Time Tell and write the time from an analogue clock (standard clock and with Roman numerals). To match digital and analogue clocks.</p>	<p>Fractions, decimals and percentages To identify unit fractions of objects, shapes and length. (a unit fraction has 1 as the numerator) To identify non-unit fractions of objects, shapes and length. (a non-unit fraction has >1 as the numerator) To calculate fractions of a quantity</p>
Term 2	<p>Fractions, decimals and percentages To recognise equivalent fractions To recognise that tenths arise from dividing an object into ten equal parts</p>	<p>Geometry To draw and describe 2-D shapes (reflective symmetry, regular, irregular)</p>	<p>Geometry To make 3-D shapes using modelling materials. To recognise 3-D shapes in different orientations.</p>	<p>Statistics To interpret and present data using bar charts To interpret and present data using pictograms To interpret and present data using tables</p>	<p>Measure – volume and capacity To measure and compare volume in l/ml.</p>	<p>Measure – length and mass To measure and compare lengths in m, cm and mm. To measure and compare mass in Kg and g.</p>	<p>Four operations- context volume, capacity, length and mass To use multiplication and division to scale by integers. To solve measurement problems using both addition and subtraction.</p>
Term 3	<p>Number and place values – To use part, part whole to partition numbers in different ways. To compare numbers up to 1000 To order numbers up to 1000</p>	<p>Geometry – To measure and calculate perimeter of 2D shapes.. To recognise angles as a property of shape. To identify angles in the environment. To recognise angles as a description of a turn. (half turn, three quarters turn, 360°) To identify right angles, linking to turns and identifying ><= right angles. (acute, obtuse)</p>	<p>Fractions, decimals and percentages – To compare fractions (fractions with the same denominator) To order fractions (fractions with the same denominator) To compare fractions with different denominators</p>	<p>Fractions, decimals and percentages – To recognise equivalent fractions (see exemplification year 4)</p>	<p>Addition and subtraction – To add a three digit number and tens without regrouping (see progression year2) To add 2 three-digit numbers without regrouping To add three-digit numbers with regrouping (revert to expanded method if tricky) To subtract with regrouping in tens and ones To subtract a 3 digit number with regrouping in hundreds and tens To subtract a 3 digit number with regrouping in hundreds, tens and ones</p>	<p>Multiplication and division – To carry out short multiplication without regrouping To carry out short multiplication with regrouping in ones, tens and hundreds To divide a two digit number by a one digit number (in concrete with and without remainders) To divide a two digit number by a one digit number using short division (no remainders)</p>	
Term 4	<p>Statistics – To recognise importance of titles and labels when sorting data</p>	<p>Measure – money To calculate change given in both £ and p</p>	<p>Four operations – money To add three-digit numbers with regrouping (revert to expanded method if tricky)</p>	<p>Measure - time To read and record time to the nearest minute. To compare time in seconds, minutes and hours.</p>	<p>Four operations – To add three-digit numbers with regrouping (revert to expanded method if tricky)</p>	<p>Review skills taught based on assessment for learning.</p>	

	To solve one step questions using statistical information. To solve two step questions using statistical information		To subtract a 3 digit number with regrouping in hundreds, tens and ones To divide a two digit number by a one digit number using short division (no remainders) To carry out short multiplication with regrouping in ones, tens and hundreds	To convert hours and minutes. To calculate and compare duration of events.	To subtract a 3 digit number with regrouping in hundreds, tens and ones To divide a two digit number by a one digit number using short division (no remainders) To carry out short multiplication with regrouping in ones, tens and hundreds <i>Word problems</i>		
Term 5	<i>Number and place value –</i> Identify, represent and estimate numbers up to 1000 in numerals and words. To recognise the place value of different measures. To use dimes and coins to understand place value.	<i>Addition and subtraction –</i> To add using place value counters To develop and recognise patterns in addition To estimate the answer to a calculation To solve word problems To count back to find the difference To estimate the answer to a calculation To use inverse operations to check answers To subtract ‘taking away’ one set using the bar model To subtract ‘comparing two sets’ using the bar model	<i>Multiplication and division –</i> To understand measuring and scaling problems To solve problems where items are shared equally (12 sweets between 4 children) To solve problems where items are shared using knowledge of fractions (4 cakes shared between 8 children) To know whether to round up or down depending on context.	<i>Fractions, decimals and percentages –</i> To add like fractions (fractions with the same denominator) To subtract like fractions	<i>Fractions, decimals and percentages –</i> To solve word problems involving fractions	<i>Fractions, decimals and percentages –</i>	
Term 6	<i>Measure – volume and capacity</i> To measure and compare volume in l/ml.	<i>Four operations – volume and capacity</i> To convert between different units of measure. To add three-digit numbers with regrouping (revert to expanded method if tricky) To subtract a 3 digit number with regrouping in hundreds, tens and ones To divide a two digit number by a one digit number using short division (no remainders) To carry out short multiplication with regrouping in ones, tens and hundreds	<i>Measure – length and mass</i> To measure and compare lengths in m, cm and mm. To measure and compare mass in Kg and g.	<i>Four operations – length and mass</i> To convert between different units of measure. To add three-digit numbers with regrouping (revert to expanded method if tricky) To subtract a 3 digit number with regrouping in hundreds, tens and ones To divide a two digit number by a one digit number using short division (no remainders) To carry out short multiplication with regrouping in ones, tens and hundreds	<i>Geometry –</i> To sort symmetrical and non-symmetrical polygons and polyhedra. To connect decimals and rounding to drawing and measuring straight lines. To identify horizontal and vertical lines. To identify pairs of perpendicular and parallel lines.	<i>Statistics –</i> To understand and use simple scales. To classify shapes, numbers and objects into a Venn diagram. To classify shapes, numbers and objects into a Carroll diagram.	<i>Measure-Time</i>