Year 3 Maths Medium Term Plan

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1 Number and place value To represent 3 dig numbers (concrete To find 1, 10 or 100 more than a given number (concrete To recognise the p value of each digit three digit number >To count in	 addition To solve missing number problems To add a three digit number and ones without regrouping (see progression year2) >Rapid recall of all 	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) >Partition and	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 >Rapid recall of 3, 4 and 8	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. >To use number bonds	Measure - Time Tell and write the time from an analogue clock (standard clock and with Roman numerals). To match digital and analogue clocks.	Revise any skills. Ensure place value is secure.
multiples of 6,7 a 9 > To count in multiples of 25 a 1000 > To count backwards throu zero to negative numbers. > To find 1,10, 10 1000 more than given number (w 4 or more digits) > To find 1,10, 10 1000 less than an given number (w 4 or more digits) > To multiply by 1 100 and 1000 (understanding the digits move to the left when multipe by 10). > To know what the value of each diguestics year to 10,000.	including 20 >Derive quickly addition doubles from 1+1 to 20+20 e.g. 19+19=38 >Doubles of multiples of 5 from 5+5 to 100+100 e.g. 95+95 = 190 >Derive quickly pairs of multiples of 5 that total 0, 100: e.g. 65 + 35 >Know any by heart all multiples of ith 100 that total 1000: e.g. 400 + 600 = 1000 00, >Add several numbers by: my making ten & adjusting. ith >Use number bonds to mentally subtract a 1- 10, digit number within 100 hat with or without regrouping. lied > Subtract a single digit from a multiple of 100. the >Subtract a pair of	recombine: e.g. 24 + 35 = 20 + 30 + 4 + 5 = 59 >Identify the corresponding subtraction facts. e.g. 22+57 = 79 and 79- 57=22 etc. >Add a two-digit number to a multiple of 100.e.g. 200+64 >Add a two-digit number to a multiple of 10 crossing 100. e.g. 80 + 34 = 114 >Subtract a multiple of 10 from a 2 digit number crossing 100 >Subtract a pair of multiples of 100 crossing 1000 >Subtract 100 from any 3 digit number, without crossing 1000 >Consolidate subtracting a single digit from a 'teens' number, crossing 10 (use two steps and cross ten as the middle stage: 15-8 = 7	times tables >Count forwards and backwards in 3s from any given number. >Count forwards and backwards in 4s from any given number. >Count forwards and backwards in 8s from any given number. >To use the 2,5 and 10 times table to derive other multiplication facts > To know doubles of all numbers up to 50	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. >To divide a two digit number by a one digit number (in concrete with and without remainders).	number of seconds in a minute. >To know the number of days in each months. >To know the number of days in a year and leap year. (365 days, 52 weeks or 12 months) >To know own date of birth and say who is older/younger. >To count around the clock in 5s. >To know the days of the week, months and seasons in order.	

Term 2	Fractions, decimals and percentages To identify unit fractions of objects, shapes and length. (a unit fraction has 1 as	Fractions, decimals and percentages To recognise equivalent fractions To recognise that tenths arise from dividing an object into ten equal parts	I know this because 15-5-3 = 10-3= 7) >Find pairs of numbers with a difference of 29, 16 Geometry – Properties of Shapes To draw and describe 2-D shapes (reflective symmetry, regular, irregular)	Statistics To interpret and present data using bar charts To interpret and present data using pictograms To interpret and present	Measure – volume and capacity To measure and compare volume in I/mI.	Measure – length and mass To measure and compare lengths in m, cm and mm. To measure and	Four operations-context volume, capacity, length and mass To use multiplication and division to scale by integers. To solve
	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		To make 3-D shapes using modelling materials. To recognise 3-D shapes in different orientations.	data using tables		compare mass in Kg and g.	measurement problems using both addition and subtraction.
	>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 To recognise equivalent fractions.	>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 To recognise equivalent fractions.	> To know the names of 2D shapes and 3D shapes > To verbally explain the properties of 3D shapes.	 >To count 'up' a counting stick in intervals of 1, 2, 5, 10 >To count up a counting stick in intervals of any number. >To quickly count up scores when voting takes place. Respond to questions: How can we find out? >What information shall we collect and how? How shall we organise it? >To hypothesise: How would the graph be different if (in relation to travel to school) it were a wet day December If there were no buses? If we asked year six 	>To be able to multiply and divide with powers of ten. >Revise other mental maths skills from Y3.	>To be able to multiply and divide with powers of ten. >Revise other mental maths skills from Y3.	
Term 3	Number and place value – To use part, part whole to partition numbers in different ways. To compare numbers up to 1000 To order numbers up to 1000	Geometry – Properties of Shapes To measure and calculate perimeter of 2D shapes To recognise angles as a property of shape. To identify angles in the environment.	Fractions, decimals and percentages – To compare fractions (fractions with the same denominator) To order fractions (fractions with the same denominator)	Fractions, decimals and percentages – To recognise equivalent fractions (see exemplification year 4)	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)	Multiplication and division – To carry out short multiplication without regrouping To carry out short multiplication with regrouping in ones, tens and hundreds	

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Term 4 Statistics – To recognise importance of titles and labels when sorting data To solve one step questions using statistical information. To solve two step questions using statistical information	Measure – money To calculate change given in both £ and p	Four operations – money 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	Measure - time To read and record time to the nearest minute. To compare time in seconds, minutes and hours. To convert hours and minutes. To calculate and compare duration of events.	Four operations – 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 Word problems	Four operations 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 Word problems
See statistics mental maths skills from prior learning.	>To use decimal notation for money. (How many pence is £9.05? What is 465p in £ and pence?) >To find totals and give change: It costs 75p for a child to swim. How much does it cost for two children? -A set of paint costs £3. Parveen saves 20p a week. How many weeks must she save to buy the paints? - Dad bought three packets of biscuits at 70p each. What was his change from £3? >To know what to buy and how to pay: Which 5 coins make 74p? What other amounts can you make with 5 diff coins?	 >To use decimal notation for money. (How many pence is £9.05? What is 465p in £ and pence?) >To find totals and give change: It costs 75p for a child to swim. How much does it cost for two children? -A set of paint costs £3. Parveen saves 20p a week. How many weeks must she save to buy the paints? - Dad bought three packets of biscuits at 70p each. What was his change from £3? >To know what to buy and how to pay: Which 5 coins make 74p? What other amounts can you make with 5 diff coins? 	See mental maths skills from prior time unit.	Rehearse addition, subtraction, multiplication and division mental maths skills.	
Term 5 Number and place value –	Addition and subtraction –	Multiplication and division –	Fractions, decimals and percentages –	Fractions, decimals and percentages –	Fractions, decimals and percentages –

Identify, represent and estimate numbers up to 1000 in numerals and words. To recognise the place value of different measures. To use dienes and coins to understand place value.	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	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.	To add like fractions (fractions with the same denominator) To subtract like fractions	To solve word problems involving fractions	To solve word problems involving fractions	
>Estimate calculations by approximating. (608+297 = 610+300= approximately 910) >Approximate multiplications (19x16 = 20x16 = (2x16) x10= 320) >Extend and explain number sequences (48, 41, 34, 27) continuing beyond zero. >To notice a pattern when counting from zero in 2s, 4s then 8s (4s are double 2s, 8s are double 2s, 8s are double 4s) >To recognise odd and even numbers up to 10,000 and make general	>Add 10 to any number crossing the hundreds boundary. e.g. 196 + 10 >Add a pair of multiples of 10, crossing 100. e.g. 90 + □ = 130 >Add pairs of multiples of 100 crossing 1000. e.g. 500 + 800 >Add 100 to any 3 digit number, without crossing 1000 >Find the difference between two numbers that are close together by counting up >Mentally subtract 9,19,29 or 11,21,31 from any two digit number without crossing 100. > Develop and recognise a pattern	Revisit mental maths skills for multiplication and division from previous terms.	>To add like fractions (fractions with the same denominator) >To subtract like fractions >To solve word problems involving fractions	Review Term 2 & 3 fraction mental maths skills.	Review Term 2 & 3 fraction mental maths skills.	

	statements about						
	them. (if you add						
	odd numbers the						
	answer is even.						
	Check. Explain						
	why?)						
Term 6	Measure – volume and capacity To measure and compare volume in I/mI.	Four operations – volume and capacity To convert between different units of measure.	Measure – length and mass To measure and compare lengths in m, cm and mm. To measure and compare mass in Kg and g.	Four operations – length and mass To convert between different units of measure.	Time Comparing durations of events.	Statistics – 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.	Geometry – 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.
	>Conversion facts. >Multiplying and dividing by powers of 10.	>Conversion facts. >Multiplying and dividing by powers of 10.	>To solve measurement problems in context: Two rolls of tape are 35cm and 41cm. Total? Difference? - An egg weighs 50 grams. How much would six eggs weigh? - A big potato weighs 1/4 kg. What would be the weight of 10 potatoes? - A bottle holds 35ml of medicine. A teaspoon holds 5ml. How many teaspoons of medicine in the bottle?	>Revise other mental maths skills from Y3	 >To know the number of seconds in a minute. >To know the number of days in each months. >To know the number of days in a year and leap year. (365 days, 52 weeks or 12 months) >To know own date of birth and say who is older/younger. >To count around the clock in 5s. >To know the days of the week, months and seasons in order. 	 >To count 'up' a counting stick in intervals of 1, 2, 5, 10 >To count up a counting stick in intervals of any number. >To quickly count up scores when voting takes place. Respond to questions: How can we find out? >What information shall we collect and how? How shall we organise it? >To hypothesise: How would the graph be different if (in relation to travel to school) it were a wet day December If there 	> A gameParallelogram, concave hexagon, obtuse triangle, isosceles triangle, kite, arrowhead, scalene triangle, rectangle, rhombus, isosceles trapezium, arrowhead, concave quadrilateral, and so on Put the cards in a pile A member of team A picks a card from the top They describe the properties of the shape, without using the words on the card. The first person to say the correct shape wins a point If they give the wrong shape the other team/s has a go Each person is allowed

			were no buses? If	one guess per round,
			we asked year six	the game going on
				until each person or
				team has had a guess
				Then the next team
				and so on choose the
				next card
				>The game can be
				extended to include
				other shapes, solids
				etc It could be
				adapted to a two-
				team or "Twenty
				Question" scenario:
				Has it got 4 sides?
				Does it have parallel
				sides? And so on >It
				can also be adapted
				so that the person at
				the front of the class
				describes the shape
				and other students
				attempt to draw the
				shape.