

Medium-term plan: autumn term 1st half

Year 3

Sequence and Theme	Weeks	Pages	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
3.1 NUMBER SENSE	1-3	Planning Framework p30	Number and place value <ul style="list-style-type: none"> ● <u>count from 0 in multiples of 100; find 10 or 100 more or less than a given number</u> ● <u>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</u> ● <u>compare and order numbers up to 1000</u> ● <u>identify, represent and estimate numbers using different representations</u> ● <u>read and write numbers up to 1000 in numerals and in words</u> ● <u>solve number problems and practical problems involving these ideas</u> 	
		Assessment Tasks Years 3 and 4 pp8-9	Success criteria Pupils can explain and show how and when their counting is useful for adding and subtracting. They can make appropriate decisions about when to use their understanding of place value for solving problems, including adding and subtracting.	TASK: Who Wins? USE WITH: Groups of 3
3.2 ADDITIVE REASONING	4-6	Planning Framework p30	Addition and subtraction <ul style="list-style-type: none"> ● <u>add and subtract numbers mentally, including:</u> <ul style="list-style-type: none"> - <u>a three-digit number and ones</u> - <u>a three-digit number and tens</u> - <u>a three-digit number and hundreds</u> ● <u>add and subtract numbers with up to three digits</u> ● <u>estimate the answer to a calculation and use inverse operations to check answers</u> ● <u>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</u> Measurement <ul style="list-style-type: none"> ● <u>measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)</u> ● <u>add and subtract amounts of money to give change, using both £ and p in practical contexts</u> Statistics <ul style="list-style-type: none"> ● <u>interpret and present data using bar charts, pictograms and tables</u> ● <u>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.</u> 	
		Assessment Tasks Years 3 and 4 pp10-11	Success criteria Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting. They explain their decision making and justify their solutions.	TASK: Charity Works USE WITH: Groups of 3
ASSESSMENT TASK 3.1				
ASSESSMENT TASK 3.2				

Medium-term plan: autumn term 2nd half

Year 3

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
3.3 MULTIPLICATIVE REASONING	7–9	<i>Planning Framework</i> p31	<p>Number and place value</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100 <p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know 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. 	
ASSESSMENT TASK 3.3		<i>Assessment Tasks</i> <i>Years 3 and 4</i> pp12–13	<p>Success criteria</p> <p>Pupils can explain and represent multiplication as both repeated addition and scaling and division as both sharing and grouping. They use this understanding to derive facts and solve problems.</p>	TASK: CHOOSING FABRIC USE WITH: Groups of 3
3.4 GEOMETRIC REASONING	10–11	<i>Planning Framework</i> p31	<p>Geometry: properties of shapes</p> <ul style="list-style-type: none"> draw 2-D shapes, and make 3-D shapes using modeling materials; 3-D shapes in different orientations and describe them recognise that angles are 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 	
ASSESSMENT TASK 3.4		<i>Assessment Tasks</i> <i>Years 3 and 4</i> pp14–15	<p>Success criteria</p> <p>Pupils can explain and show angle as a measure of turn and can draw, make and identify shapes with right-angles.</p>	TASK: Competition Shapes USE WITH: Groups of 3

Medium-term plan: autumn term 2nd half (cont.)

Year 3

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
3.5 NUMBER SENSE	12–13	<i>Planning Framework</i> p32	<p>Number and place value</p> <ul style="list-style-type: none"> ● count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ● recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ● compare and order numbers up to 1000 ● identify, represent and estimate numbers using different representations ● read and write numbers up to 1000 in numerals and in words ● solve number problems and practical problems involving these ideas <p>Measurement</p> <ul style="list-style-type: none"> ● <u>tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks</u> ● <u>measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)</u> <p>Fractions</p> <ul style="list-style-type: none"> ● <u>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.</u> 	
ASSESSMENT TASK 3.5		<i>Assessment Tasks</i> Years 3 and 4 pp16–17	<p>Success criteria</p> <p>Pupils can explain and show how and when their counting is useful for adding and subtracting and make appropriate decisions about when to use their understanding of place value for solving problems including adding and subtracting.</p>	TASK: Juice, Juice! USE WITH: Groups of 3