

Medium-term plan: summer term 1st half

Year 3

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
3.11 ADDITIVE REASONING	27–29	Planning Framework p35	<p>Addition and subtraction</p> <ul style="list-style-type: none"> ● add and subtract numbers mentally, including: <ul style="list-style-type: none"> – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds ● add and subtract numbers with up to three digits, <u>using formal written methods of columnar addition and subtraction</u> ● estimate the answer to a calculation and use inverse operations to check answers ● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Measurement</p> <ul style="list-style-type: none"> ● measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml) ● add and subtract amounts of money to give change, using both £ and p in practical contexts ● record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., 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, [for example, to calculate the time taken by particular events or tasks] <p>Statistics</p> <ul style="list-style-type: none"> ● interpret and present data using bar charts, pictograms and tables ● 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. 	
		Assessment Tasks Years 3 and 4 pp28–29	<p>Success criteria</p> <p>Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting, and mental and written methods. They can explain their decision making and justify their solution.</p>	TASK: Wilde World USE WITH: Groups of 3
ASSESSMENT TASK 3.11				

Medium-term plan: summer term 1st half (cont.)

Year 3

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
3.12 NUMBER SENSE	30–31	Planning Framework p35	<p>Number and place value</p> <ul style="list-style-type: none"> ● identify, represent and estimate numbers using different representations <p>Fractions</p> <ul style="list-style-type: none"> ● count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10 ● recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ● <u>recognise and show, using diagrams, equivalent fractions with small denominators</u> ● add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] ● compare and order unit fractions and fractions with the same denominator. ● solve problems that involve all of the above. 	
		Assessment Tasks Years 3 and 4 pp30–31	<p>Success criteria</p> <p>Pupils can represent fractions as numbers and explain and show how they know one fraction is bigger than or equivalent to another.</p>	
ASSESSMENT TASK 3.12				TASK: Fraction Frenzy USE WITH: Individuals

Medium-term plan: summer term 2nd half

Year 3

Sequence and Theme	Weeks	Page	Learning objectives Pupils should be taught to:	Notes/Resources/Teaching Activities
3.13 MULTIPLICATIVE REASONING	32–34	Planning Framework p36	<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, including for two-digit numbers times one-digit numbers, <u>using mental and progressing to formal written methods</u> solve problems, including missing number problems, involving multiplication and division; solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Fractions</p> <ul style="list-style-type: none"> 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 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators solve problems that involve all of the above. <p>Measurement</p> <ul style="list-style-type: none"> know the number of seconds in a minute and the number of days in each month, year and leap year. 	
		Assessment Tasks Years 3 and 4 pp32–33	<p>Success criteria</p> <p>Pupils can explain and represent multiplication as both repeated addition and scaling, and division as both sharing, (including finding fractions), and grouping. They use this understanding to derive facts and solve problems including two-digit by one-digit multiplications.</p>	TASK: Money, Money, Money USE WITH: Individuals
3.14 GEOMETRIC REASONING	35–36	Planning Framework p36	<p>Geometry: properties of shape</p> <ul style="list-style-type: none"> 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 identify horizontal and vertical lines and pairs of perpendicular and parallel lines <u>measure the perimeter of simple 2-D shapes.</u> 	
		Assessment Tasks Years 3 and 4 pp34–35	<p>Success criteria</p> <p>Pupils can measure the perimeter of simple 2-D shapes and describe properties of the shapes related to the angles.</p>	TASK: Stretch and Shape USE WITH: Groups of 3