Corporation Road Primary School   Maths Medium-Term Planning   Year 3

Planning Guidance
- Ensure each lesson contains an element of counting, which is linked to other areas of your Maths curriculum. For example, counting in 25s using the measuring cylinder ITP; counting in 5 minutes on a clock to make an hour.
- Ensure each lesson has a taught mental starter to engage the pupils and to help coverage. For example working on prime numbers as a mental starter before a lesson on simplifying fractions. Sometimes the mental starter will be linked to the main, whereas other times it won't
- Every lesson should involve reasoning and problem solving, through both content and questioning techniques.

Week	Topic	Autumn Term Objectives Covered
1-2	**Place Value & Number**	• 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
3	**Mental Addition & Subtraction**	Add numbers mentally including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds Subtract numbers mentally including: • a three-digit number and ones • a three-digit number and tens a three-digit number and hundreds
4-5	**Written Addition & Subtraction including Money**	• Add numbers with up to three digits, using formal written methods of columnar addition • Subtract numbers with up to three digits, using formal written methods of columnar subtraction • Solve missing number problems, using number facts, place value more complex addition and subtraction • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Compare durations of events [for example to calculate the time taken by particular events or tasks] Solve more complex problems involving addition and subtraction
6	**Statistics**	• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts
7	**Mental Multiplication & Division**	• Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods

		Write and calculate mathematical statements for <u>division</u> using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental methods
8-9	**Written Multiplication & Division including Money**	• Write and calculate mathematical statements for <u>multiplication</u> using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using <u>formal written methods</u> Write and calculate mathematical statements for <u>division</u> using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using <u>formal written methods</u>
10	**Problem Solving**	Finding Rules
11-13	**Fractions**	• 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 • 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 • Add and subtract fractions with the same denominator within one whole • Compare and order unit fractions, and fractions with the same denominators
14-15	**Measurement**	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes
Week	**Topic**	**Spring Term** **Objectives Covered**
1-2	**Place Value & Number**	• 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
3	**Mental Addition & Subtraction**	Add numbers mentally including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds Subtract numbers mentally including: • a three-digit number and ones • a three-digit number and tens a three-digit number and hundreds
4-5	**Addition & Subtraction including money, measures & statistics**	• Add numbers with up to three digits, using formal written methods of columnar addition • Subtract numbers with up to three digits, using formal written methods of columnar subtraction • Solve missing number problems, using number facts, place value more complex addition and subtraction • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Compare durations of events [for example to calculate the time taken by particular events or tasks] • Solve more complex problems involving addition and subtraction • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms

		• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes
6	**Mental Multiplication & Division**	• Write and calculate mathematical statements for <u>multiplication</u> using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods • Write and calculate mathematical statements for <u>division</u> using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental methods
7-8	**Written Multiplication & Division including Money**	• Write and calculate mathematical statements for <u>multiplication</u> using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using <u>formal written methods</u> Write and calculate mathematical statements for <u>division</u> using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using <u>formal written methods</u>
9	**Problem Solving**	Finding Rules
10-11	**Fractions**	• 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 • 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 • Add and subtract fractions with the same denominator within one whole • Compare and order unit fractions, and fractions with the same denominators
12	**Time (units)**	• 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].
Week	**Topic**	**Summer Term** **Objectives Covered**
1	**Place Value & Number**	• 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
2-3	**Addition & Subtraction including mental methods, money, measures & statistics**	Add numbers mentally including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds Subtract numbers mentally including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • Add numbers with up to three digits, using formal written methods of columnar addition • Subtract numbers with up to three digits, using formal written methods of columnar subtraction

		• Solve missing number problems, using number facts, place value more complex addition and subtraction
		• Add and subtract amounts of money to give change, using both £ and p in practical contexts
		• Compare durations of events [for example to calculate the time taken by particular events or tasks]
		• Solve more complex problems involving addition and subtraction
		• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables
		• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms
		• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts
		• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
		• Measure the perimeter of simple 2-D shapes
4-5	**Multiplication & Division including mental methods, area and money**	• Write and calculate mathematical statements for <u>multiplication</u> using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods and written methods • Write and calculate mathematical statements for <u>division</u> using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental methods and written methods
6	**Fractions**	• 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 • 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 • Add and subtract fractions with the same denominator within one whole • Compare and order unit fractions, and fractions with the same denominators
7	**Problem Solving**	• [Logic Puzzles](#)
8-9	**Time (reading)**	• 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, a.m./p.m., morning, afternoon, noon and midnight
10-11	**Property of Shape**	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • 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 • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.