

Oral mental starters (ongoing, throughout the term):

- Count on and back in multiples of 2, 3, 5 and 10 up to the 12th multiple (Y2 objective); count on and back in multiples of 4 up to the 12th multiple
- Recall and use addition and subtraction facts to 20 fluently (from Y2 programme of study)
- Derive and use addition and subtraction facts for multiples of 10 to 100 e.g. $40 + 60 = 100$, $100 - 70 = 30$
- Count on and back in 10s from any one- digit or two- digit number within 200 (refer to the 200 grid); find ten more or ten less than a given number
Add/subtract 9 by adding/subtracting 10 and adjusting (within 200)
- Read and write numbers up to 200 in numerals and words
- Compare and order numbers up to 200 (use 200 grid to support) ; make estimates of quantities within 200
- Mentally add and subtract 3-digit numbers and ones **or** tens up to and including 200 e.g. $126 + 8$; $154 - 30$
- Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 times tables up to the 12th multiple
- Tell the time from an analogue clock in steps of 5 minutes

NB Also see the **Mental Maths Policy** for further guidance

Areas of Study	No of days	Statutory requirements and non-statutory guidance	Suggested Key Vocabulary
Number Number and place value	5	Read, write, compare and order numbers to 200 (and beyond) Given a number, say/ identify the number that is 10 more or less within 200 (and beyond) Say the number that comes between two numbers within 200 Read, write and order numbers in words and match them to corresponding numerals to 200 Recognise the place value of each digit in a three-digit number; partition three-digit numbers e.g. $138 = 100 + 30 + 8$; use place value cards and Dienes to support Represent numbers using different representations such as the empty number line e.g. position numbers in the correct place on a 0 – 200 number line	Order Partition, place value Digit, numerals Hundreds, tens, ones/units More than, greater than, less than < and > signs Estimate
Number Addition	5	Read, write and interpret mathematical statements involving addition (+) and equals (=) sign Add a three-digit number and ones (within 200) mentally Add a three-digit number and tens (within 200) mentally Add 9 by adding 10 and adjusting (within 200) (See Mental Maths Policy) Consolidate addition of two two-digit numbers, bridging 100, using informal written methods e.g. partitioning and empty number lines (See Calculation Policy) ; estimate answers Solve word problems, which involve addition of two-digit numbers, bridging 100	Digit Hundreds, tens, ones/units Add, sum of Addition Partition Plus, altogether Estimate Calculate, calculation

<p>Number</p> <p>Subtraction</p>	<p>5</p>	<p>Read, write and interpret mathematical statements involving subtraction (-) and equals (=) sign; use the vocabulary related to subtraction</p> <p>Subtract a three-digit number and ones (within 200) mentally Subtract a three-digit number and tens (within 200) mentally Subtract 9 by subtracting 10 and adjusting (within 200) (See Mental Maths Policy)</p> <p>Consolidate subtraction of two two-digit numbers (and two-digit numbers from a three digit number (e.g. 128 -35) using informal written methods (See Calculation Policy); estimate answers</p> <p>Solve word problems, which involve subtraction of two-digit numbers, bridging 100</p> <p>Use inverse operations to check answers</p>	<p>Digit Hundreds, tens, ones/units Subtract, minus Subtraction Partition Difference Estimate Inverse Calculate, calculation</p>
<p>Geometry</p> <p>Properties of shape</p>	<p>5</p>	<p>Consolidate names and properties of common 2D shapes; introduce the terms quadrilateral and polygon Identify, draw and describe 2D shapes including the number of sides and lines of symmetry</p> <p>Consolidate the term right angle and relate to common 2D shapes and shapes in the environment</p> <p>Recognise angles as a property of shape or description of turn Recognise that two right angles make a half turn</p>	<p>All vocabulary from previous year (including 2D, square, rectangle, triangle, circle, pentagon, hexagon, right angle, line of symmetry)</p> <p>Extend with: quadrilateral, right angled triangle, oblong, polygon</p>
<p>Number</p> <p>Multiplication</p>	<p>5</p>	<p>Recall and use multiplication facts for the 2, 5 and 10 times tables Begin to recall and use multiplication facts for the 3 times table</p> <p>Write and calculate mathematical statements for multiplication using 3 times table and other known tables</p> <p>Develop informal methods for multiplication – arrays (from Y2 programme of study) and empty number lines (See Calculation Policy)</p> <p>Solve simple problems using known multiplication tables (including 3x table), in context</p> <p>Solve missing number problems using known times tables e.g. $5 \times \square = 25$; $\square \times 3 = 24$</p>	<p>Multiply, multiplication, times, multiples</p> <p>Arrays, groups of</p>

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<p>Number</p> <p>Division</p>	<p>5</p>	<p>Recall and use division facts for the 2, 5 and 10 times tables Begin to recall and use division facts for the 3 times table Write and calculate mathematical statements for division using the 3 times table and other known times tables</p> <p>Develop informal methods for division – arrays (taken from Y2 programme of study) and empty number lines; count forwards to make the link to multiplication; count backwards to make the link with repeated subtraction (See Calculation Policy)</p> <p>Solve simple word problems involving division using known multiplication tables (including 3x table), in context</p> <p>Solve missing number problems involving division using known times tables e.g. $40 \div \square = 8$</p>	<p>Divide, division</p> <p>Count forwards, count back, jump forward/back</p>
<p>Number</p> <p>Fractions</p>	<p>5</p>	<p>Consolidate Y2 objectives: recognise, find, name and write fractions (using notation) half, third, quarter, two quarters, and three quarters, of shapes, a set of objects, quantities or length Introduce non-unit fractions using practical resources, pictures and/or diagrams. Find non-unit fractions of numbers using practical resources e.g. $\frac{2}{3}$ of 12 apples</p> <p>Connect finding a third of a number with dividing by 3 e.g. a third of 12 is 4 Solve problems involving fractions. I have 12 stickers. I give $\frac{1}{3}$ of them to Bob. How many stickers do I give to Bob? How many stickers do I have left?</p> <p>Introduce the term tenth and recognise that tenths arise from dividing an object or shape into ten equal parts e.g. using a counting stick to illustrate</p>	<p>Half, quarter $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ Third, $\frac{1}{3}$ Tenth, $\frac{1}{10}$ Whole</p> <p>Unit fractions, non-unit fractions</p> <p>Divide, part, equal parts</p>
<p>Measurement</p> <p>Time</p>	<p>5</p>	<p>Consolidate telling and writing the time to the nearest 5 minutes including quarter past and quarter to using an analogue clock; introduce Roman numerals from I to XII; relate analogue time to 12 hour digital clocks</p> <p>Introduce a.m. (morning) and p.m. (afternoon), noon and midnight; use this vocabulary to tell the time</p> <p>Solve problems set in the context of time e.g. I leave the house at ten past eight and arrive at school at half past eight. How long is my journey to school?</p>	<p>Analogue, 12 hour digital clock, minutes, hour O'clock, half past, quarter past, quarter to, five to, five past etc a.m., morning' p.m., afternoon noon, midday, midnight</p> <p>Roman numeral</p>

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<p>Statistics</p> <p>Data handling</p>	<p>5</p>	<p>Collect, present and interpret data using bar chart, pictograms tallies and tables</p> <p>Use information presented in scaled bar charts, pictograms and tables to solve one-step questions e.g. How many more? How many fewer?</p> <p>Use simple scales e.g. 2 units per square, in bar charts with increasing accuracy (Possible link to science curriculum)</p> <p>Follow a line of enquiry e.g. when planning a party identify which fillings children want to eat in their sandwiches</p>	<p>Table</p> <p>Bar chart</p> <p>Pictogram</p> <p>Data</p> <p>Scale, interval</p>
<p>Number</p> <p>Multiplication and Division</p>	<p>5</p>	<p>Recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables</p> <p>Through doubling, connect the 2 and 4 times tables</p> <p>Begin to recall and use multiplication facts for the 4 times table</p> <p>Use arrays to represent multiplication and division; write and calculate mathematical statements for multiplication and division using known times tables</p> <p>Recognise and use the inverse relationships between multiplication and division and use this to solve missing number problems involving multiplication and division facts</p> <p>e.g. $3 \times \square = 24$, $24 \div \square = 3$; $\square \times 5 = 35$, $35 \div \square = 5$</p>	<p>Multiply, multiplication, times</p> <p>Divide, division</p> <p>Arrays, groups of</p> <p>Inverse</p>

Additional weeks

To be used for:

- assessment, consolidation and responding to AfL
- additional using and applying activities
- Christmas maths activities