

Oral mental starters (ongoing, throughout the term):

- Count forwards and back in multiples of 2, 3, 4, 5 and 10 up to the 12th multiple; count in multiples of 4, 8 and 100 up to the 12th multiple
- Derive and use addition and subtraction facts for multiples of five to 100 e.g. $45 + 55 = 100$; $100 - 75 = 25$
- Count on and back in 10s from any one- or two-digit number (within 500)
- Add/subtract 19 by adding/subtracting 20 and adjusting (within 500)
- Find ten or one hundred more/less than a given number (within 500)
- Read and write numbers up to 500 in numerals and words
- Compare and order numbers up to 500
- Order simple fractions on a 0-1 number line
- Mentally add and subtract three-digit numbers and ones, tens or hundreds up to and including 500 e.g. $464 + 7$; $348 - 30$; $275 + 200$
- Mentally add and subtract two two-digit numbers using partitioning or empty number lines
- Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables up to the 12th multiple
- Tell the time from analogue and digital clocks to the nearest 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 500 (and beyond) Given a number, say/ identify the number that is 10 more or less within 500 (and beyond) Say the number that comes between two numbers within 500 Read, write and order numbers in words and match them to corresponding numerals to 500 Recognise the place value of each digit in a three-digit number Partition three-digit numbers in different ways e.g. $146 = 130 + 16$; $146 = 120 + 20 + 6$; $146 = 100 + 40 + 6$ Make estimates of quantities within 500	Order Partition, place value, digit, numeral Hundreds, tens, ones/units More than/ greater than, less than, <, >
Number Addition	5	Add a three-digit number and tens within 500 mentally (bridging hundreds) Add 19 by adding 20 and adjusting (within 500) (see Mental Maths Policy) Introduce the expanded written method (see Calculation Policy) of addition of two two-digit numbers within 100, initially without bridging 10, then bridging 10 Solve one and two-step word problems, which involve the addition of two two-digit numbers within 100, using the expanded written method	Digit, hundreds, tens, ones/units Add, sum of, addition Partition, recombine, column Carry Plus, altogether Estimate Calculate, calculation

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<p>Number</p> <p>Subtraction</p>	<p>5</p>	<p>Subtract a three-digit number and tens within 500 mentally Subtract 19 by subtracting 20 and adjusting (within 500)</p> <p>Introduce the expanded written method (See Calculation Policy) of subtraction of two two-digit numbers within 100, initially where no exchange is required, then where exchange is required</p> <p>Solve one and two-step word problems, which involve subtraction of two two-digit numbers within 100, using the expanded written method</p> <p>Estimate answers to calculations; use inverse operations to check answers</p>	<p>Digit, hundreds, tens, ones/units Subtract, minus Subtraction Partition, column Difference Estimate Inverse Calculate, calculation</p>
<p>Geometry</p> <p>Properties of shape</p> <p>Statistics</p> <p>Data handling</p>	<p>3</p> <p>2</p>	<p>Consolidate names and properties of common 3-D shapes Identify and describe 3D shapes including the number of faces, vertices and edges</p> <p>Make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them using correct vocabulary; identify 2D shapes on the surface of 3D shapes e.g. triangular faces on a tetrahedron</p> <p>Collect, present and interpret data using bar chart, pictograms and tables</p> <p>Use simple scales e.g. 5 units per square, in bar charts with increasing accuracy</p> <p>Use information presented in scaled bar charts, pictograms and tables to solve one and two-step questions e.g. How many more? How many fewer/less? (Link to Science curriculum)</p>	<p>All vocabulary from previous years (including 3D shape, edges, faces, vertices, circular, rectangular, triangular cube, cuboid, sphere, cone, prism, pyramid) Extend with: tetrahedron</p> <p>Table, bar chart, pictogram Data Scale, interval difference, more, fewer, less</p>
<p>Number</p> <p>Multiplication</p>	<p>5</p>	<p>Recall and use multiplication facts for the 2, 3, 4, 5 and 10 times tables Through doubling, connect the 4 and 8 times tables Begin to recall and use multiplication facts for the 8 times table</p> <p>Write and calculate mathematical statements for multiplication using 8x table and other known tables</p> <p>Introduce partitioning to multiply a teen number by a one-digit number (See Calculation Policy)</p> <p>Solve word problems involving multiplication e.g. There are 14 satsumas in a bag. I buy 3 bags. How many satsumas do I have altogether?</p>	<p>Multiply, multiplication, times Partition, value, Tens, ones/units</p>

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<p>Number</p> <p>Division</p>	<p>5</p>	<p>Recall and use division facts for the 2, 3, 4, 5 and 10 times tables Begin to recall and use division facts for the 8 times table</p> <p>Continue to use the empty number line to divide numbers of known tables including the 4 and 8 times tables</p> <p>Solve word problems involving division e.g. There are 28 children in my class. I put them into groups of 4. How many groups are there?</p> <p>Introduce the formal layout for division using known multiplication facts e.g. $32 \div 4 = 8$ (See Calculation Policy)</p>	<p>Divide, division Value, tens, ones/units Formal layout $\overline{)}$</p>
<p>Number</p> <p>Fractions</p>	<p>5</p>	<p>Continue to recognise fractions in the context of parts of a whole, of numbers, measurements, shapes and of quantities</p> <p>Connect finding a fraction of a number with dividing e.g. one tenth of 70 is 7 because $70 \div 10 = 7$, one quarter of 24 is 6 because $24 \div 4 = 6$</p> <p>Introduce the terms numerator and denominator Recognise and use fractions as ordered numbers e.g. on a number line</p> <p>Find of pairs of fractions with the same denominator that total 1 e.g. $\frac{3}{5} + \frac{2}{5} = 1$ Solve problems involving fractions e.g. Anne has an apple. She gives one quarter to Jane. How many quarters does she have left?</p> <p>Consolidate counting up and down in tenths, using a counting stick and begin to relate this to decimal notation e.g. $1/10 = 0.1$; $2/10 = 0.2$</p>	<p>Halves, thirds, quarters, fifths and tenths</p> <p>Whole Unit fractions, non-unit fractions Divide, part, equal parts Numerator, denominator Decimal</p>
<p>Measurement</p> <p>Time</p>	<p>5</p>	<p>Tell and write the time to the nearest 5 minutes using analogue and 12 hour digital clocks</p> <p>Calculate the time taken to complete a particular task in hours and minutes</p> <p>Introduce the number of seconds in a minute through practical activities Know the number of seconds in a minute Know the number of days in each month Know the number of days in each year and leap year</p> <p>Solve problems connected to time e.g. How many seconds in two minutes? How many days in February and March together?</p>	<p>All vocabulary from previous year</p> <p>Extend with: seconds Leap year</p>

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<p>Number</p> <p>Multiplication And Division</p>	<p>5</p>	<p>Recall and use multiplication facts for the 2, 3, 4, 5, 8 and 10 times tables</p> <p>Multiply a one digit number and two-digit number by 10 e.g. $35 \times 10 = 350$ (by shifting digits one place to the left and putting zero in the units column as a place holder)</p> <p>Divide a two-digit or three digit multiple of ten by 10 e.g. $680 \div 10 = 68$ (by shifting digits one place to the right)</p> <p>(See Mental Maths Policy)</p> <p>Consolidate using partitioning to solve multiplication problems (See Calculation Policy)</p> <p>Introduce the grid method to multiply a teen number by a one digit number (See Calculation Policy)</p> <p>Begin to solve correspondence problems in which n objects are connected to m objects e.g. I have 2 t-shirts and 2 pairs of shorts. How many different outfits can I make? What if I had 2 t-shirts and 3 pairs of shorts?</p>	<p>Multiply, multiplication, times</p> <p>Partition, value, hundreds, tens, ones/units</p> <p>Grid method</p> <p>Problem, solution</p>
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Additional weeks

To be used for:

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