Year 3 Mathematics Medium Term Plan – Summer 2017

	Weekly focus	Outcomes to achieve
Week 1 17th Apr	Counting, sequencing in the context of statistics	• Count from 0 in multiples of 4, 8, 50 and 100. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Describe and extend number sequences involving counting on or back in different steps. • Interpret (and present data) using bar charts, pictograms and tables.

Week 2
24th Apr
	Addition and subtraction in the practical context of measures.	• Add and subtract mentally:
		  - 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 method of columnar addition.
		• Subtract numbers with up to three digits, using formal written method of columnar subtraction.
		• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
		• Select a mental strategy appropriate for the numbers involved in the calculation.
		• Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.
		• Estimate the answer to a calculation and use inverse operations to check the answers.
		• Solve problems involving money and measures and simple problems involving passage of time.
		• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
		• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
		• Measure the perimeter of simple shapes.

Week 3 1st May	Multiplication and division in the practical context of measures.	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • 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 and progressing to formal written methods. • Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.

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		• Select a mental strategy appropriate for the numbers involved in the calculation.
		• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
		• Solve problems involving money and measures and simple problems involving passage of time.
		• Solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems.
Week 4 8th May	2-D shape and angles	• Draw 2-D shapes and describe them.
		• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
		• Recognise that angles are a property of a 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.
		• Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective)
Week 5 15th May	Addition and subtraction involving money	• 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.
		• Identify the value of each digit to one decimal place.
		• Read and write numbers with one decimal place.
		• Compare and order numbers with one decimal place.
		• Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence.
		• Recognise that ten 10p coins are equivalent to £1 and that each coin is $\frac{1}{10}$ of £1.
		• Add and subtract amounts of money to give change, using both £ and p in practical contexts.
		• Solve problems involving money.
		• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
		• Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.
		• Select a mental strategy appropriate for the numbers involved in the calculation.

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		• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Week 6 22nd May	3-D shape	• Make 3-D shapes using modelling materials. • Recognise 3-D shapes in different orientations and describe them. • Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective)
Mid-term Break		
Week 8 5th Jun	Place value in the context of measures	• Count from 0 in multiples of 4, 8, 50 and 100. • Find 1, 10 or 100 more or less than a given number. • Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). • Identify the value of each digit to one decimal place. • Compare and order numbers up to 1000. • Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers to at least 1000 in numerals and in words. • Solve problems involving measures and simple problems involving passage of time.

Week 9 12th Jun	Mental calculation in a variety of contexts, including money, measures and statistics.	• Add and subtract mentally a three-digit number and ones, tens and hundreds.
		• Derive and use addition and subtraction facts for 100.
		• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
		  - a 2-digit number and ones
		  - a 2-digit number and tens
		  - two 2-digit numbers
		  - adding three 1-digit numbers. (Year 2 objective)
		• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
		• Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.
		• Select a mental strategy appropriate for the numbers involved in the calculation.
		• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

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		• Solve problems involving money and measures and simple problems involving passage of time. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Week 10 19th Jun	Fractions in practical contexts	• 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. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Show practically or pictorially that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as 3 ÷ 4).
Week 11 26th Jun	Measures	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2-D shapes. • Solve problems involving measures.
Week 12 3rd Jul	Statistics	• Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
Week 13 10th Jul	Optional SATs week	
Week 14 17th Jul	Year 4 Transition Week	