Frances Olive Anderson C of E Primary School

'Being Different, Belonging Together.'

Mathematics Long/Medium Term Planning 2018-2019

Year 3

This long and medium term plan provides an overview of coverage for mathematics across the school year. It will be updated each school year in line with the school calendar. The long and medium term plans are a guide and can be used flexibly providing all programmes of study are taught within the school year inline with the National Curriculum aims. Following discussion with the maths subject leader you can and should adapt your teaching sequence in response to ongoing formative and summative assessment to ensure you meet the needs of particular groups and individual children in your class.

Year 3 Mathematics
Long Term Overview

Autumn Term	Number and Place Value (4 Weeks)		Number Addition and Subtraction (3 Weeks)	Number Addition and Subtraction (1 Week)	Number Multiplication and Division (4 Weeks)	Geometry Shape (1 Week)
Spring Term	Measurement Money (1 Week)	Number Multiplication and Division (1 Week)	Number Fractions (3 Weeks)	Measurement Length and Perimeter (1 Week)	Measurement Length and Perimeter (1 Week)	Measurement Time (3 Weeks)
Summer Term	Number Fractions (2 Weeks)	Measurement Mass and Capacity (2 Weeks)	Statistics (1 week)	Statistics (1 Week)		Shape (1 Week)

Mathematics

Y1-Y6 To use squared maths books and pencil throughout.

Date, title (optional) and LO to be written from the left.

Number fluency to be embedded through TT Rock Stars and regular times table practise in KS2.

In KS1 regular counting (at least 2 min daily) to develop number fluency.

Y1-6 to complete arithmetic tests (Rising Stars) at least once a fortnight and used alongside cold maths activities to inform assessment.

Cold Maths Activities 2 weeks after teaching point - X3 each week (Fluency, Reasoning and Problem Solving)

Reasoning and problem solving must also be embedded and developed where possible, in every maths lesson in line with the National Curriculum aims.

Opportunities should also be made to apply mathematics across the curriculum and it is important class teachers find connections with the Cornerstones curriculum and/or science where possible (at least once a term)

Whilst the long term plan indicates the overall domain being covered in that period of time, other domains should easily be linked to ensure mathematical connections are continually made. For example, a unit on measurement could easily allow application of multiplication and division.

Pupils purple polish corrections.

Use stickers to show when concrete resources have been used and scaffolding stickers to show support that has been given.

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Autumn Term			
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	3.9.18 (4 Days)	Number Place Value	• Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
2	10.9.18	Number Place Value	• Read and write numbers up to 1,000 in numerals and in words. • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
3	17.9.18	Number Place Value	• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number, • Compare and order numbers up to 1,000.
4	24.9.18	Number Place Value	• compare and order numbers up to 1,000. • Identify represent and estimate numbers using different representations. • Solve number problems and practical problems involving these ideas.
5	1.10.18	Number Addition and Subtraction	• Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s.
6	8.10.18	Number Addition and Subtraction	• Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s. • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
7	15.10.18	Number Addition and Subtraction	• Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
HALF TERM			
1	29.10.18 (4 Days)	Number Addition and Subtraction	• 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.
2	5.11.18	Number Multiplication and Division	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
3	12.11.18	Number Multiplication and Division	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
4	19.11.18	Number Multiplication and Division	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
5	26.11.18	Number Multiplication and Division	• 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, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
6	3.12.18	ASSESSMENT WEEK	
7	10.12.18	Geometry Shape	• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
8	17.12.18 (3 Days)	CONSOLIDATION	

Cross Curricular Links:

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Spring Term			
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	7.1.19	Measurement Money	• Add and subtract amounts of money to give change, using both £ and p in practical contexts.
2	14.1.19	Number Multiplication and Division	• 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, using mental and progressing to formal written methods.
3	21.1.19	Number Fractions	• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • 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.
4	28.1.19	Number 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.
5	4.2.19	Number Fractions	• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
6	11.2.19	Measurement Length and Perimeter	• Measure, compare, add and subtract: lengths (m/cm/mm).
HALF TERM			
1	25.2.19	Measurement Length and Perimeter	• Measure, compare, add and subtract: lengths (m/cm/mm), measure the perimeter of simple 2-D shapes.
2	4.3.19	Measurement Time	• Know the number of seconds in a minute and the number of days in each month, year and leap year. • 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, am/pm, morning, afternoon, noon and midnight. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
3	11.3.19	Measurement Time	• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
4	18.3.19	ASSESSMENT WEEK	
5	25.3.19	Geometry Shape	• Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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.
6	1.4.19	CONSOLIDATION	

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Summer Term			
Wk	Week Beg	Topic	Curriculum Objectives (2014 Curriculum)
1	22.4.19 (3 Days)	Number Fractions	• Recognise and show, using diagrams, equivalent fractions with small denominators.
2	29.4.19	Number Fractions	• Add and subtract fractions with the same denominator within one whole. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above.
3	6.5.19 (4 Days)	Measurement Mass and Capacity	• Measure, compare, add and subtract: mass.
4	13.5.19	Measurement Mass and Capacity	• Measure, compare, add and subtract: capacity/ volume.
5	20.5.19	Statistics	• 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.
HALF TERM			
1	3.6.19	Statistics	• 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.
2	10.6.19	Measurement Time	• Compare durations of events.
3	17.6.19	CONSOLIDATION	
4	24.6.19	ASSESSMENT WEEK	
5	1.7.19	TRANSITION WEEK	
6	8.7.19	CONSOLIDATION	
7	15.7.19	CONSOLIDATION	

Cross Curricular Links: