



## Maths Medium Term

**Year: 3**

**Term: Spring**

**Teacher: Miss Walker**

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Objectives</u></b>
Week 1	Measures –Time to solve problems	<ul style="list-style-type: none"> <li>•Continue to tell and write the time from an analogue clock to at least the nearest five minutes</li> <li>•Record and compare time in terms of minutes and hours</li> <li>•Continue to use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>•Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>•Compare durations of events, for example to calculate the time taken by particular events or tasks-using a number line</li> <li>•Solve simple problems involving time</li> </ul>
Week 2	Number and place value to solve problems	<ul style="list-style-type: none"> <li>•Recognise the place value of three digit numbers to at least 500</li> <li>•Partition and re-partition 2 and 3 digit numbers to at least 500</li> <li>•Continue to count in ones, tens and hundreds</li> <li>•Partition numbers in different ways</li> <li>•Partition and re-partition 2 and 3 digit numbers to at least 500</li> <li>•Compare and order numbers to at least 500</li> <li>•Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) to at least 500</li> <li>•Identify, represent and estimate numbers using different representations, including the number line</li> <li>•Round numbers to at least 500 to the nearest 10 or 100 using a number line</li> <li>•Find 1, 10 or 100 more or less than a given number</li> <li>•Solve simple problems involving place value or number</li> </ul>
Week 3 +4	Addition and subtraction to 1000 to solve problems	<ul style="list-style-type: none"> <li>•Ensure children think –can I do it in my head, with some jottings or by using a written method</li> <li>•Estimate answers to calculations</li> <li>•Add two or more numbers (2-digit or 3- digits) crossing the tens and/or hundred boundaries -expanded written recording or column method (answer less than 500)</li> <li>•Subtract a 2 or 3 - digit numbers number from another 2 or a 3-digit number (less than 500) crossing the tens and hundreds boundaries- expanded method of written recording</li> <li>•Use inverse to check the answers to calculations</li> <li>•Solve problems, including missing number problems, using number facts or place - link to real life contexts- e.g.</li> </ul>

		money and measures
Week 5	Measures –Money to solve problems	<ul style="list-style-type: none"> <li>•Recognise coinage and bank notes</li> <li>•Ensure children think –can I do it in my head, with some jottings or by using a written method</li> <li>•Estimate answers to calculations</li> <li>•Add and subtract money to find totals and to give change to £5</li> <li>•Use £ or p</li> <li>•Use inverse to check the answers to calculations</li> <li>•Solve problems involving calculating amounts of money and giving change</li> </ul>
Week 6	Measures-Mass to solve problems	<ul style="list-style-type: none"> <li>•Estimate, measure and compare mass g and kg</li> <li>•Read and interpret the scale on a range of measuring equipment</li> <li>•Ensure children think –can I do it in my head, with some jottings or by using a written method</li> <li>•Estimate answers to calculations</li> <li>•Measure, compare, add and subtract masses</li> <li>•Solve problems involving mass.</li> </ul>
Week 7	Multiplication to solve problems	<ul style="list-style-type: none"> <li>•Recall and use facts for the, 3x 4x and 8s tables and related division facts</li> <li>•Write and calculate number sentences for 2x, 5x, 10x, 4x and 8x tables including division facts</li> <li>•Understand how multiplication statements can be represented using array</li> <li>•Ensure children think –can I do it in my head, with some jottings or by using a written method</li> <li>•Estimate answers to calculations</li> <li>•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/or expanded written methods (supported by diagrams or manipulatives.)</li> <li>•Use inverse to check the answers to calculations</li> <li>•Solve problems involving money and measures including scaling problems (making an amount a number of times larger.</li> </ul>
Week 8	Division to solve problems	<ul style="list-style-type: none"> <li>Recall and use facts for the, 3x 4x and 8s tables and related division facts</li> <li>•Write and calculate number sentences for 2x, 5x, 10x, 4x and 8x tables including division facts</li> <li>•Understand how division statements can be represented using arrays</li> <li>•Select a mental strategy appropriate for the numbers involved in the calculation</li> <li>•Understand division as sharing and grouping and use each appropriately</li> <li>•Ensure children think –can I do it in my head, with some jottings or by using a written method</li> <li>•Estimate answers to calculations</li> <li>•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/or expanded written methods. (Supported by diagrams or manipulatives)</li> <li>•Use inverse to check the answers to calculations</li> <li>•Solve problems involving money and measures including scaling problems (making an amount a number of times</li> </ul>

		smaller)
Week 9	Fractions to solve problems	<p>Count up and down in <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math> to 10</p> <ul style="list-style-type: none"> <li>•Compare and order unit and non-unit fractions with the same denominator (including on a number line)</li> <li>•Recognise and show using diagrams, equivalent fractions with small denominators (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{6}</math>, <math>\frac{1}{12}</math>)</li> <li>•Show practically and pictorially that unit fraction can be added to total one i.e. <math>\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1</math></li> <li>•Show practically and pictorially that a fraction is one whole number divided by another (for example, can be interpreted as <math>3 \div 4</math>) -link to division</li> <li>•Link fractions of amounts to division by sharing</li> <li>•Solve problems involving fractions- link to money or measurement</li> </ul>
Week 10	Shape and position and direction to solve problems	<ul style="list-style-type: none"> <li>•Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. (Year 2 objective)</li> <li>•Compare and sort common 2-D shapes and everyday objects. (Year 2 objective)</li> <li>•Draw then describe 2D shapes -edges, vertices and faces</li> <li>•Recognise that angles are a property of a shape or a description of a turn</li> <li>•Identify whether angles are greater than or less than a right angle</li> <li>•Describe positions on a square grid labelled with letters and numbers</li> <li>•Solve simple problems involving shape, direction or position</li> </ul>
Week 11	<b>Assess and recap</b>	