TERM: Spring 1 YEAR: 3

WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number: Place Value & Multiplication	• Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2-digit number by a 1-digit number – no exchange • Multiply a 2-digit number by a 1-digit number – with exchange	*Pupils use a variety of language to describe multiplication.* *Pupils are introduced to the multiplication tables. They practice to become fluent in the 3, 4 and 6 multiplication tables and connect them to each other.* *They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related written and mental calculations.* *Pupils work with a range of materials and contexts in which multiplication and divisn relate to grouping and sharing discrete and continuous quantities.* *They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 x 5= 20 and 20 ÷ 5 = 4)* **NRICH: Ordering Cards *** **NRICH: Which Symbol? *** **NRICH: I'm Eight *** **NRICH: Odd Times Even ***** **NRICH: Two Numbers Under the Microscope **** **NRICH: Even and Odd *** **NRICH: Ring a Ring of Numbers *** **NRICH: More Numbers in the Ring ***** **NRICH: How Odd **** **NRICH: Doing and Undoing *** **NRICH: Clapping Times ***

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WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		Mathematical Challenges for the More Able: Ones and twos-20 Birthdays-21 At the Toy Shop-23 **Real Life:** Use examples in the classroom-number of children sitting at each table, number of pencils in a packet etc Link to shopping- how many apples in a packet, eggs in a box etc.

WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number: Counting & mental multiplication & division	• Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning • Divide a 2-digit number by a 1-digit number – with reminders Scaling	*Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication & division.* *Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts,(for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits? 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children)* *Pupils work with a range of materials and contexts in which multiplication and divisn relate to grouping and sharing discrete and continuous quantities.*

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WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 x 5= 20 and 20 ÷ 5 = 4) **NRICH: Ordering Cards *** **NRICH: Which Symbol? *** **NRICH: I'm Eight *** **NRICH: Odd Times Even ***** **NRICH: Two Numbers Under the Microscope **** **NRICH: Even and Odd *** **NRICH: Ring a Ring of Numbers *** **NRICH: More Numbers in the Ring ***** **NRICH: How Odd **** **NRICH: Doing and Undoing *** **NRICH: Clapping Times *** **Mathematical Challenges for the More Able:** Ones and twos-20 Birthdays-21 At the Toy Shop-23 **Real Life:** Use examples in the classroom-number of children sitting at each table, number of pencils in a packet etc Link to shopping- how many apples in a packet, eggs in a box etc.

WEEK 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Multiplication & Division	• How many ways? • Measure in metres and centimetres	*Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the*

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WEEK 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measure	• Measure in millimetres • Measure in centimetres and millimetres • Metres, centimetres and millimetres	*formal written methods of short Multiplication & division.* *Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts,(for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits? 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children)* *The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication* *Context can be in relation pictograms & money also.* **NRICH: A Square of Numbers *** **NRICH: What do you Need? *** **NRICH: This Pied Piper of Hamelin **** **NRICH: Follow the Numbers *** **NRICH: What's in the Box? *** **NRICH: How Do You Do It? ***

WEEK 4	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Perimeter	• What is perimeter? • Measure perimeter	*Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple*

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WEEK 4	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
	• Calculate perimeter	*equivalents of mixed units (for example, 5m=500cm)* **NRICH:** **Olympic Starters** *

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WEEK 5	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	• Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions	*Pupils connect tenths to place value, decimal measures and to division by 10.* *Pupils begin to understand unit and non-unit fractions as numbers on a number line and deduce relations between them, such as size and equivalence. They should go beyond the (0,1) interval, including relating this to measure.* *Pupils understand the relation between unit fractions as operators (fractions of) and division by integers.* *They continue to recognize fractions in the context of parts of a whole, numbers, measurements,a shape, and units fractions as a division of a quantity.* **NRICH: Matching Fractions ***