TERM: Spring 2 **YEAR: 3**

WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	• Understand the whole • Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line	*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.* *They continue to recognize fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity.* *They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as equivalence. They should go beyond the [0,1] interval, including relating this to measure* *Pupils understand the relation between unit fractions as operatives (fractions of), and division by integers* **NRICH: Matching Fractions ***

TERM: Spring 2 YEAR: 3

WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	• Equivalent fractions on a number line • Equivalent fractions as bar models • Use scales • Measure mass in grams	*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.* *They continue to recognize fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity.* *They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as equivalence. They should go beyond the [0,1] interval, including relating this to measure* *Pupils understand the relation between unit fractions as operatives (fractions of), and division by integers* **NRICH: Matching Fractions ***

WEEK 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement:	• Measure mass in kilograms and grams	*Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures,*

TERM: Spring 2 YEAR: 3

WEEK 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Mass & Length	• Equivalent masses (kilograms and grams) • Compare mass	*including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m=500cm)* **NRICH:** Olympic Starters *

WEEK 4	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement: Perimeter, Length, **Mass,** Volume/Capacity	• Add and subtract mass • Measure capacity and volume in millilitres • Measure capacity and volume in litres and millilitres	*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 equivalents of mixed units (for example, 5m=500cm)* **NRICH:** Olympic Starters *

TERM: Spring 2 **YEAR: 3**

WEEK 5	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement Capacity	• Equivalent capacities and volumes (litres and millilitres) • Compare capacity and volume • Add and subtract capacity and volume	*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 equivalents of mixed units (for example, 5m=500cm)* **NRICH:** Olympic Starters *

WEEK 6	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Assess & review week		