## TERM:

## Autumn 1 YEAR: 3

WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number	<ul><li>Represent numbers to 100</li><li>Partition numbers to 100</li></ul>	Pupils use larger numbers to at least 1000 starting with 100, applying partitioning related to place value using varied and increasingly complex
Place Value	Number line to 100	probems , building on work in year 2 (for example, 146 = 100 + 40 +6 and also 146 = 130 + 16
	Hundreds	Using a variety of representations, including those related to mesure, puils continue to count on ones tens & hundreds so that they become fluent
	Represent numbers to 1,000	in the order and place value of numbers to 1000
		(e.g. use base 10 manipulatives and then place value counters for pupils to explore and investigate.)
		NRICH: <u>Take Three Numbers</u> * NRICH: <u>Three Neighbours</u> ** NRICH: <u>Prison Cells</u> ** NRICH: <u>Spot Thirteen</u> *
		NRICH: Square Subtraction *** NRICH: Planning a School Trip *
		NRICH: <u>Number Differences</u> ^ NRICH: <u>Sitting Round the Party Tables</u> * NRICH: <u>Dotty Six</u> *

WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
WEEK 2 Number Place Value	<ul> <li>OBJECTIVES</li> <li>Partition numbers to 1,000</li> <li>Flexible partitioning of numbers to 1000</li> <li>Hundreds, tens and ones</li> <li>Find 1, 10 or 100 more or less</li> <li>Number line to 1,00</li> </ul>	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNINGPupils now use multiples of 2, 3, 4, 5, 8, 10 50 & 100.Pupils practice solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100Pupils use partition larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex probems , building on work in year 2 (for example, 146 = 100 + 40 +6 and also 146 = 130 + 16
		(Use concrete manipulatives to develop mental maths) NRICH: <u>Magic Vs</u> ** NRICH: <u>How Do You See it?</u> * NRICH: <u>Swimming Pool</u> * NRICH: <u>First Connect Three</u> * NRICH: <u>Sea Level</u> * NRICH: <u>A Bit of a Dicey Problem</u>

WEEK 3 & 4	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number	Estimating on a number line to 1,000	Order and Compare numbers to 1000. Count in 50s from any given number.
Place Value	Compare numbers to 1,000	Pupils practice solving varied addition and subtraction questions. For mental
	<ul><li>Count in 50s</li></ul>	calculations with two-digit numbers, the answers could exceed 100
	<ul> <li>Apply number bonds within 10</li> </ul>	Pupils use partition larger numbers to at least 1000, applying partitioning related to place value
	<ul> <li>Add and subtract 1s</li> </ul>	using varied and increasingly complex probems , building on work in year 2 (for example, 146 =
	Add and subtract 10s	100 + 40 +6 and also 146 = 130 + 16
	Add and subtract 100s	(Use concrete manipulatives to develop mental maths)
	• Spot the pattern	NRICH: <u>Magic Vs</u> **
		NRICH: <u>How Do You See it?</u> * NRICH: <u>Swimming Pool</u> * NRICH: <u>First Connect Three</u> *
		NRICH: <u>Sea Level</u> * NRICH: <u>A Bit of a Dicey Problem</u>

WEEK 5	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Numbers	Add 1s across a 10	Pupils practice solving varied addition and subtraction questions. For mental
Addition &	Add 10s across a 100	calculations with two-digit numbers, the answers could exceed 100
Subtraction	Subtract 1s across a 10	Pupils use partition larger numbers to at least
	Subtract 10s across a 100	1000, applying partitioning related to place value using varied and increasingly complex probems
	Make connections	, building on work in year 2 (for example, 146 = 100 + 40 +6 and also 146 = 130 + 16
		(Liso concrete manipulatives to develop
		mental maths)
		NRICH: <u>Magic Vs</u> ** NRICH: How Do You See it? *
		NRICH: Swimming Pool* NRICH: First Connect Three *
		NRICH: <u>Sea Level</u> * NRICH: <u>A Bit of a Dicey Problem</u>

WEEK 6	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Numbers	<ul> <li>Add two numbers (no exchange)</li> </ul>	Pupils practice solving varied addition and subtraction questions across 10 and 100
Addition & Subtraction	<ul> <li>Subtract two numbers (no exchange)</li> </ul>	Pupils use their understanding of place value and partitioning, and practice using
	<ul> <li>Add two numbers (across a 10)</li> </ul>	columnar addition and subtraction with increasingly large numbers up to three digits
	<ul> <li>Add two numbers (across a 100)</li> </ul>	to become fluent.
	<ul> <li>Subtract two numbers (across a 10)</li> </ul>	(Children to learn both conceptual and procedural fluency. The use of Deines & place value counters would support this)
		SEE SCHOOL CALCULATION POLICY FOR PROGRESSION
		NRICH: <u>A Square of Numbers</u> * NRICH: <u>Buying a Balloon</u> * NRICH: GOT IT **
		NRICH: Make 37 ** NRICH: Consecutive Numbers **
		NRICH: <u>Super Shapes</u> * NRICH: <u>Strike it Out</u> *