

WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number: Place Value (Counting/sequencing) Mental Addition & Subtraction</p>	<ul style="list-style-type: none"> • read and write numbers up to 1000 in numerals and in words • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 <p>Count from 0 in multiples of 4, 8, 50 and 100 find 10 or 100 more or less than a given number</p> <ul style="list-style-type: none"> • Pupils should be taught to add and subtract numbers mentally including: <ul style="list-style-type: none"> - a three-digit number and ones - a three digit number and tens - a three digit number and hundreds <p>Solve number problems and practical problems involving these ideas</p>	<p><i>Using a variety of representations, including those related to measure, pupils continue to count on ones, tens & hundreds, so that they become fluent in the order and place value of numbers to 1000</i></p> <p><i>Pupils now use multiples of 2, 3, 4, 5, 8, 10 50 & 100.</i></p> <p><i>Pupils use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems , building on work in year 2 (for example, $146 = 100 + 40 + 6$ and also $146 = 130 + 16$)</i></p> <p><i>Pupils practice solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100</i></p> <p>NRICH: How Do You See it? * NRICH: Swimming Pool* NRICH: First Connect Three * NRICH: Sea Level * NRICH: A Bit of a Dicey Problem</p>

WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number: Counting & mental multiplication & division</p>	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for \div using the \times tables that they know, including 2 digit no's, 1 digit no using mental (and informal) methods. 	<p><i>Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100</i></p> <p><i>They continue to practice their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 & 8 multiplication tables.</i></p> <p><i>Pupils develop efficient mental methods, for example, using commutativity and associativity (for example $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related</i></p>

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WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		<p>facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$)</p> <p><i>Pupils solve simple problems in context, deciding which of the four operations to use and why.</i></p> <p>Use of Cuisenaire Rods and number tracks leading to number lines to aid mental methods.</p> <p>SEE SCHOOL CALCULATION POLICY</p> <p>NRICH: Ordering Cards *</p> <p>NRICH: Music to My Ears *</p>

WEEK 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
<p>Number</p> <p>Multiplication & Division</p> <p>Formal Written</p> <p>In context</p>	<ul style="list-style-type: none"> • Write and calculate mathematical statements for \div using the \times tables that they know, including 2 digit no's, 1 digit no using mental and progressing onto 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 	<p><i>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.</i></p> <p><i>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)</i></p> <p><i>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</i></p> <p><i>Context can be in relation pictograms & money also.</i></p> <p>NRICH: A Square of Numbers *</p> <p>NRICH: What do you Need? *</p>

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WEEK 3	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
		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 Fractions	<ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise & show, using diagrams, equivalent fractions with small denominators. Compare & order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above (fraction work) 	<p><i>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.</i></p> <p><i>Pupils understand the relation between unit fractions as operators (fractions of) and division by integers.</i></p> <p><i>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.</i></p> <p>NRICH: Matching Fractions *</p>

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WEEK 5	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions	<ul style="list-style-type: none">• Count up & down in tenths, recognize the tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.• Add and subtract fractions with the same denominator within one whole (for example $5/7 + 1/7 = 6/7$)• Solve problems that involve all of the above (fraction work).	<p><i>Pupils connect tenths to place value, decimal measures and to division by 10.</i></p> <p><i>Pupils practice adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.</i></p> <p>Manipulatives such as Folded paper, cut up bread, physical fraction walls, Cuisenaire & Numicon used to develop conceptual understanding)</p> <p>NRICH Matching Fractions *</p>

WEEK 6	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement: Volume & Capacity	<ul style="list-style-type: none">• measure, compare, add and subtract:<ul style="list-style-type: none">- lengths, (m/cm/mm):- volumes and capacity	<p><i>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 1 m and 20 cm and simple equivalents of mixed units (for example 5m = 500 cm).</i></p> <p><i>The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or 5 times as high) and this connect to multiplication .</i></p> <p>NRICH: Olympic Starters *</p>