TERM: Summer 2 YEAR: 3

WEEK 1	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Addition, subtraction, Multiplication & Division Statistics	• Count from 0 in multiples of 4, 8, 50 and 100 find 10 or 100 more or less than a given number • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Solve addition, subtraction, multiplication & division problems • Interpret and present data using bar charts, pictograms and tables	*Pupils 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. (Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100)* *Pupils develop efficient **mental** methods, for example, using commutativity and associativity (for example 4 x 12 x 5 = 4 x 5 x 12 = 20 x 12 = 240) and multiplication and division facts (for example using 3 x 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts (for example, 30 x 2 = 60, 60 ÷ 3 = 20 and 20 = 60÷ 3)* *Pupils solve simple problems in context, 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 corresponding 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 understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.* Symbol to represent a value in a Pictogram could be linked to a known times table such as the 4 x table. **NRICH: Our Sports *** **NRICH: Class 5's Names *** **NRICH: Going for Gold *** **NRICH: The Domesday Project *** **NRICH: The Car That Passes *** **NRICH: Now and Then **** **NRICH: Real Statistics ***** **NRICH: If the World Were a Village *** **NRICH: It's a Tie **** **NRICH: Ordering Cards *** **NRICH: Music to My Ears ***

TERM: Summer 2 YEAR: 3

WEEK 2	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Fractions: Including Measure	• Count up and down in tenths; recognize that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10 • Recognise and show, using diagrams, equivalent fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators • 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 • Solve problems that involve all of the above (fraction work)	*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
Number Fractions	• 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).	*Pupils practice adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.* Manipulatives such as Folded paper, cut up bread, physical fraction walls, Cuisenaire & Numicon used to develop conceptual understanding) **NRICH Matching Fractions ***

TERM: Summer 2 YEAR: 3

WEEK 4	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Measurement: Time	• Tell and write the time from analogue clock including using Roman numerals form 1 to X11 and 12-hour and 24-hour clocks • Estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours: use vocabulary such as o'clock, a.m., p.m., morning, afternoon and midnight • Compare durations of events [for example to calculate the time taken by particular events or tasks]	*Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.* **NRICH: Two Clocks **** **NRICH: Clocks *** **NRICH: The Time Is … **** **NRICH: How Many Times? *** **NRICH: 5 on the Clock ***** **NRICH: Wonky Watches **** **NRICH: Watch the Clock *****

WEEK 5	OBJECTIVES	NON STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Statistics:	• Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	*Pupils understand ad use simple scales (for example , 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy* *They continue to interpret data presented in many context.* **NRICH: Our Sports *** **NRICH: Class 5's Names *** **NRICH: Going for Gold *** **NRICH: The Domesday Project *** **NRICH: The Car That Passes *** **NRICH: Now and Then **** **NRICH: Real Statistics ***** **NRICH: If the World Were a Village *** **NRICH: It's a Tie **** **NRICH:The Olympic Flame: Are You in the 95%? *** **Challenges for more able pupils:** *Dan The Detective – 28* *Treasure Hunt - 36*

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

TERM: Summer 2 **YEAR: 3**