



Mathematics

Year 3: Autumn Term

Maths Cultural Capital = In every lesson, where possible, try to include pedagogy so pupils are expected to apply their maths knowledge and skill to different problems and subject contexts across the curriculum.

Differentiation - Please see teachers' weekly planning for challenging the exceeding pupils and ensuring access for the emerging pupils. Also, refer to the SEND pupils IEP's to ensure their needs are included.

Minimum expectations for AfL strategies in Maths lessons = targeted questioning, mini whiteboards, peer talk, modelling.

Developing pupils' long term memory skills - use - LAST/LAST/LAST strategy linked to WALTs for the lesson.

Term	Week	National Curriculum Statement	WALT Intent	Success Criteria Impact	Key Questions and NC skills developed in the activities Implementation	Resources	Vocabulary
Autumn 1 1.1 Number Sense	Week 1 Number Place Value	Count from 0 in multiples of 100; find 10 or 100 more or less than a given number	WALT: Count from zero in multiples of 100; find 10 or 100 more or less than a given number	I can count from 0 in multiples of 100 from any given number I can count on to find 10/100 more than a given number		Base 10 apparatus, rulers, 100 squares, 0 -100 number line,	Tens, ones, hundreds, ten more, ten less, 100 more, 100 less, equivalent, count on, count back, multiples
	Week 2 Number Place Value	Read and write numbers to at least 500 in numerals and words.	WALT: Read and write numbers up to 500 in words and numerals	I can read numbers To 500 I can write numbers in words up to 500		Number cards (words/ numerals)	, Number cards in words and numbers, Tens, ones, hundreds, place value, digit, ten, twenty, thirty, forty, fifty

	Week 3 Number Place Value	Recognise the place value of each digit in a 3-digit number	WALT: Recognise the place value of each digit in a 3-digit number.	I can partition a 3-digit number into hundreds, tens and units I know the value of each digit in a 3-digit number.		Tens, ones, hundreds, place value, digit, ten, twenty, thirty, forty, fifty, equal to, more than, less than,	Place value grid, place value cards, place value chart, base ten apparatus, Digit cards
	Week 4 Number Place Value	Comparing and ordering numbers up to 500	WALT: Compare and order numbers up to 500	I can use my knowledge of place value to order numbers. I can use symbols $>$, $<$ & $=$ to compare numbers.		Place value cards Base 10 apparatus Different containers Measuring cylinders	More than Less than Equivalent Equal to
	Week 5 Number Place Value	Identify, represent and estimate numbers to 500 using different representations	WALT: Identify, represent and estimate numbers using different representations	I can represent a number in more than one way.		Rulers, measuring cylinders, counters, Base 10 apparatus Coins, equipment for representing numbers(e.g. weighing scales, clocks, cubes)	Represent Representations Equivalent, Same as
	Week 6 Number Place Value	Solve number problems and practical problem solving involving ideas.	WALT: Solve number problems	I can use my knowledge of place value to solve word problems.		Problem solving cards Place value cards counters	Problem solving calculate
Autumn2	Week 1 Addition and subtraction	Add and subtract numbers mentally, including: – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds	WALT: Add and subtract numbers with up to three digits	I can add three digit-numbers using the base 10 apparatus. I can subtract up to three digit numbers with exchanging.		Base 10 apparatus Cubes	Add/addition Subtract/subtraction Digit Hundreds Estimate Calculation Solve problems Number facts Place value

		Add and subtract numbers with up to three digits using formal written methods and columnar addition and subtraction.					
	Week 2 Measurement	Measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)	WALT: a. Measure b. Compare c. Add d. Subtract lengths mass volume / capacity	I can measure using correct units. I can record using the correct abbreviations.		Equipment for measuring, Measuring cups, tape measures rulers/metre sticks, trundle,	Measure Lengths Millimetres (mm) Centimetres (cm) Metres (m) Mass Grams (g) Kilograms (kg) Volume / capacity millilitres (ml) litres (L)
	Week 3 Multiplication and Division	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know including 2-digit x 1-digit, using mental and progressing to formal written methods.	WALT: a Recall and use the multiplication and division facts for the 3, 4 and 8 tables. WALT: b I can multiply and divide a two digit number by a one – digit number.	I have quick recall of the 3, 4 and 8 times tables. I can use my times table to divide and subtract mentally. I can write multiplication and division number sentences.		Base ten apparatus Cubes	Multiplication Division Facts Recall Divide Multiply Calculate Digit Mental Factors Quotient Divisor Dividend Multiplication tables

		<p>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>					
	<p>Week 4</p> <p>Geometry: properties of shapes</p>	<p>Draw 2-D shapes, and Make shapes using modeling materials; 3-D shapes in different orientations and describe them.</p>	<p>WALT: Draw 2-D shapes, and Make shapes using modeling materials; 3-D shapes in different orientations and describe them.</p>	<p>I can use modelling materials to make 3 D shapes</p> <p>I can draw and describe 2D shaped</p>		<p>2 D and 3 D shapes Modelling materials</p>	<p>Cube Cuboid cylinder Cone sphere Triangular prism pyramid vertex vertices edge /face polyhedron polygon</p>
	<p>Week 5</p> <p>Geometry: position and direction</p>	<p>Recognise that angles are a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p>	<p>WALT: a. Recognise angles as a property of shape or a description of a turn.</p> <p>b. Identify right angles</p>	<p>I know than an angle is where two straight lines meet.</p> <p>I can identify right angles in different orientations.</p> <p>I can compare angles using greater/less than a right angle.</p>		<p>Geo strips Straws Paper strips</p>	<p>Right angle Greater/less than a right angle Measure Estimate orientations</p>

	<p>Week 6 Fractions</p>	<p>Count up and down in tenths, recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p>	<p>WALT: Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p>	<p>I can divide an object into 10 equal parts</p> <p>I can represent tenths in a variety of ways.</p>	<p>How do you know each one tenth shows tenths?</p>	<p>Fraction bars Place value grid Base 10 apparatus Fraction chart</p>	<p>Fraction Tenth half quarter divide equal whole denominator</p>
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