



# Mathematics

## Year 3: Spring 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  |
|----------|-----------------------|---|--|--|--|---|---|
| Spring 1 | Week 1<br>Measurement | <i>Measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)</i> | WALT:<br><br>Measure;<br>Compare;<br>Add/subtract :<br>Lengths(m, cm,mm);<br>Mass (kg, g)<br>Volume (l,ml) |  |  | Measuring equipment:<br>Tape measure, ruler,<br>metre stick,<br>Trundle wheel,<br>Weighing items, | Measure<br>Measurement<br>Compare<br>Add/subtract<br>Lengths/long<br>Metre (m)<br>Centimetre (c<br>Mass<br>Kilogram (kg)<br>Gram (g)<br>Volume (litre/l)<br>Millilitre (ml) |
|          | Week 2                | <i>Add and subtract amounts of money to give change, using both £ and p in practical contexts</i>           | WALT:<br><i>Add and subtract amounts of money to give change.</i>  | I can add and subtract amounts of money.<br><br>I can give back change in both £ and pence |  | Coins: 1p,2p,<br>5p,10p, 20p, 50p,<br>£1, £2<br>Notes: £5, £10, £20,<br>£50, £100                 | Coins/notes<br>Money<br>Paid<br>Cash<br>Change  |

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|  | <p><b>Week 3</b><br/><b>Statistics</b></p> | <p><i>Interpret and present data using bar charts, pictograms and tables</i></p> <p><i>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.</i></p> | <p><b>WALT:</b><br/>1a.<br/><i>Interpret and present data using bar charts, pictograms and tables</i></p> <p>1b.<br/><i>Solve one-step / two-step questions using information from bar charts/pictogram</i></p> | <p>I can interpret bar charts and pictograms</p> <p>I can present data on a bar chart or a pictogram</p> <p>I can solve simple questions from bar chart and pictograms</p>                      |  | <p>Squared line paper</p>  | <p>Interpret<br/>Present<br/>Data<br/>Information<br/>Bar charts<br/>Pictograms<br/>Tables<br/>Tally<br/>Frequency chart<br/>How many more<br/>How many fewer<br/>Most popular<br/>Least popular</p> |
|  | <p><b>Week 4</b><br/><b>Fractions</b></p>  | <p><i>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</i></p>   | <p><b>WALT:</b><br/>Recognise that tenths arrive from dividing object into 10 equal parts</p>   | <p>I can count up and down in tenths.</p> <p>I can recognise one tenth is one part of ten equal parts</p>   |  | <p>Cubes, base 10 frames, fractions frames, number line</p>                      | <p>Tenth/s<br/>One tenth<br/>Divide<br/>Equal</p>  |
|  | <p><b>Week 5</b><br/><b>Fractions</b></p>  | <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</p>          | <p><b>WALT:</b><br/>1a.<br/>Recognise and use fractions as numbers</p> <p>1b.<br/>Add and subtract fractions with the same denominator</p>  | <p>I can recognise Unit fractions.</p> <p>I can recognise and use non unit fractions</p> <p>I can add fractions with same denominator</p> <p>I can subtract fractions with same denominator</p> |  | <p>Fraction chart<br/>Fraction frames<br/>Fraction apparatus<br/>Number line</p> | <p>Unit fraction<br/>Non unit fraction<br/>Numerator<br/>Denominator<br/>Add<br/>Subtract</p>  |
|  | <p><b>Week 6</b><br/><b>Fractions</b></p>  | <p>Compare and order unit fractions and fractions with the same denominator</p>  | <p><b>WALT:</b><br/>Compare unit fractions and fractions with same denominator;</p>   | <p>I can compare fractions with same denominator.<br/>I can order fractions</p>   |  | <p>Fraction chart<br/>Fraction frames<br/>Fraction apparatus<br/>Number line</p> | <p>Compare<br/>Order<br/>Unit fraction<br/>Non unit fraction<br/>Equal</p>   |

|         |        | Solve problems that involve all of the above.                                   | Order fractions with same denominator  | with same denominator                      |  |   | less than<br>Greater than<br><, >, =                |
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| Spring2 | Week 1 | <i>Identify, represent and estimate numbers using different representations</i> | WALT:<br><i>Identify, represent and estimate numbers using different representations</i> | I can represent numbers in different ways. |  | Counters , bead strings, cubes, base ten frames | Represent<br>Representation<br>Estimate<br>identify |
|         | Week 2 |   |  |  |  |   |   |
|         | Week 3 |   |  |  |  |   |   |
|         | Week 4 |   |  |  |  |   |   |
|         | Week 5 |   |  |  |  |   |   |
|         | Week 6 |   |  |  |  |   |   |