Captain Webb Primary School medium term plan

Year 3

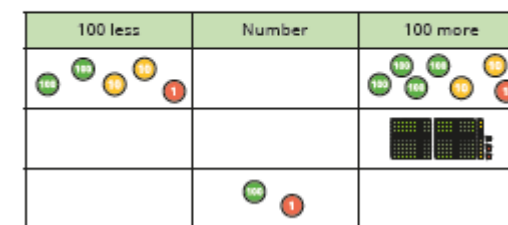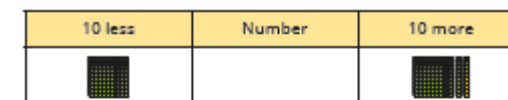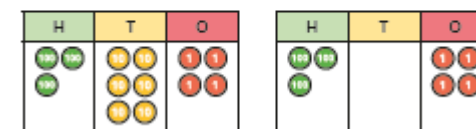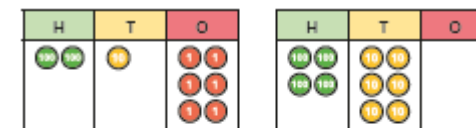| Autumn 1	Strand	Number of weeks	Ready to Progress (Based on National Curriculum objectives)	Key areas of knowledge (small steps in learning)	Resources and methods (Calculation policy)
	Number: Place Value	2	**Find 10 or 100 more or less than a given number** **Knows how to compare and order numbers up to 1000.** **Knows how to identify, represent and estimate numbers using different representations** **Knows the place value of each digit in a three digit number (hundreds, tens, ones)** Knows relative position of numbers. Knows that 0 is a placeholder in a three digit number.	I know the value of each digit in a three digit number. I know that 10 tens are equal to 100. I know the number of tens in any three digit number. I know that a part whole model can represent partitioned 3-digit numbers. I know that a 3-digit numbers can be partitioned flexibly in a variety of different ways. I know that digits in a 3 digit number can be represented in different ways using different resources. I know the effect that 1, 10 or 100 more or less than any given 3 digit number has on its representation.	

I know to always start with the highest place value digit when comparing numbers.

I know that ascending means 'smallest' to '
greatest' and descending means 'greatest' to 'smallest' when ordering numbers.

H	T	O

H	T	O

H	T	O

H	T	O

10 less	Number	10 more

100 less	Number	100 more

H	T	O	H	T	O	H	T	O
4	4	2	3	9	7	4	1	8
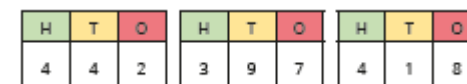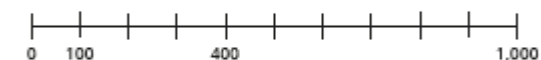
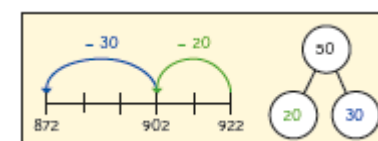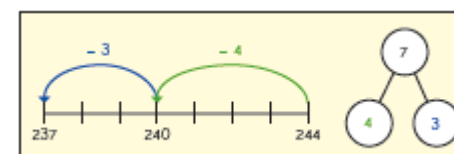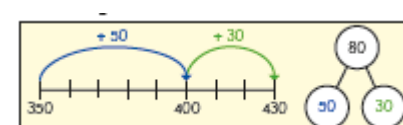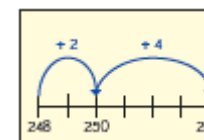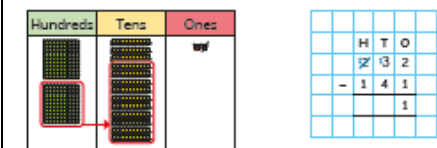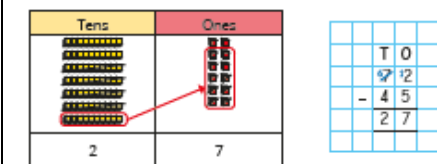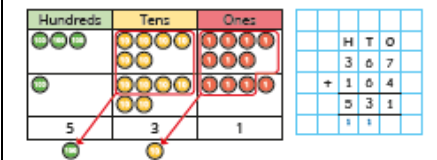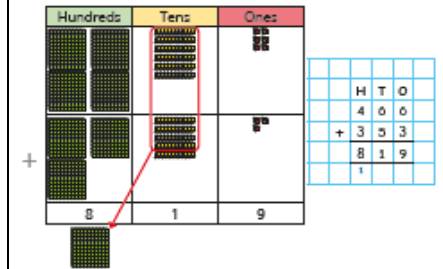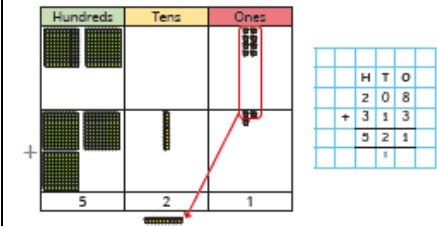| | Addition & Subtraction | 2 | *Knows bonds to 20 and 100(Y2).*

Knows how to use number bonds to 10 to help with bonds to 20 and 100.

Knows efficient mental strategies including partitioning and adjusting to add/subtract numbers mentally,

Knows how to add and subtract numbers mentally, including:
* **a three-digit number and ones**
* **a three-digit number and tens**
* **a three-digit number and hundred**

Knows how to solve problems, including missing number problems.

Vocabulary: *commutative, inverse, partition, near double, rearrange,* **hundreds, boundary, carried, digits.** | I know that I can apply my knowledge of number bonds to 10 to number bonds to 100.

I know that I can apply my knowledge of adding and subtracting 1s to adding and subtracting 10s and 100s.

I know how to add and subtract 1s, 10s and 100s from a 3 digit number.

I know how to cross a boundary of 10 when adding or subtracting numbers. | |

H	T	O
2	0	8
+ 3	1	3
5	2	1

H	T	O
4	6	6
+ 3	5	3
8	1	9

H	T	O
3	6	7
+ 1	6	4
5	3	1

T	O
7	2
- 4	5
2	7

H	T	O
2	3	2
- 1	4	1
		1

H	T	O
2		
- 1	7	8
1	8	7

| Multiplication and division | 4 | **Knows the 3, 4- and 8-times tables**

Knows how doubling patterns, odds, and evens connect the 2,4 and 8 times table.

Know the commutative and associative laws for multiplication.

Know the test of divisibility for 2, 5 and 10. 3 -digit sum of 3, 6 or 9.

Vocabulary: tables, multiple, **factor, related fact, scale, product, remainder, dividend, divisor** | I know that in an equal group the amount in each group is the same.

I know that repeated addition and multiplication are both commutative.

I know that there can be more than one possible answer to a question.

I know that sharing is done in equal groups.

I know that multiplying by 3 means counting in equal groups of 3.

I know that dividing by three means sharing into 3 equal groups.

I know that multiplying by 4 means counting in equal groups of 4.

I know that sharing is done in equal groups.

I know the 4 times table

I know that I can represent problems in different ways to solve them.

I know that I can find the 8 times table by doubling the 4 times table. | There are _____ rows of _____ apples.

There are _____ lots of _____ apples.

_____ × _____ = _____

There are _____ columns of _____ apples.

There are _____ lots of _____ apples.

_____ × _____ = _____

5 × 3   10 + 10

Share the counters equally into 2 groups. Complete the sentences.
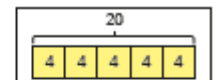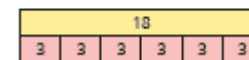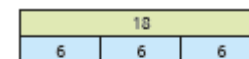
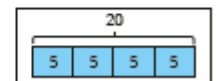There are _____ counters altogether.

There are _____ groups.
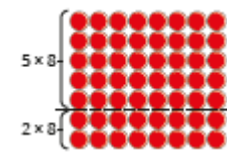
There are _____ counters in each group.

14 ÷ _____ = _____

20 pencils are shared equally between 5 people.

| 20 |
| 4 | 4 | 4 | 4 | 4 |

20 pencils are grouped into packs of 5

| 20 |
| 5 | 5 | 5 | 5 |

| 18 |
| 6 | 6 | 6 |

| 18 |
| 3 | 3 | 3 | 3 | 3 | 3 | |

$\_\_\_ \times \_\_\_ = \_\_\_$

$\_\_\_ \times \_\_\_ = \_\_\_$

$\_\_\_ \div \_\_\_ = \_\_\_$

$\_\_\_ \div \_\_\_ = \_\_\_$

12×4 $\quad +4 +4 +4 +4$

0 $\quad$ 48 52 56 60 64

input $\quad$ 6 $\quad \times 2 \quad \times 2 \quad \times 2 \quad$ output

input $\quad$ 6 $\quad \times 4 \quad \times 2 \quad$ output

input $\quad$ 6 $\quad \times 8 \quad$ output

5×8

2×8

Problem Solving and Reasoning
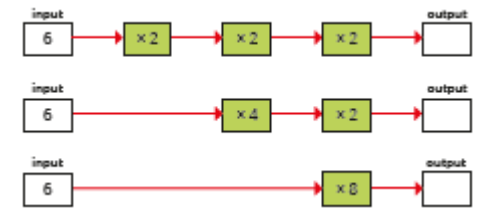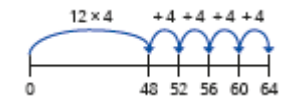
	Strand	Number of lessons	Ready to progress (Based on National Curriculum objectives)	Key area of knowledge (Small steps in learning)	Resources and methods
Autumn 1	Finding all possibilities	3	I know the best way to record the results. I know if some solutions are repeated. I know if I have solved the problem and when there is more than one solution.	I know that I need to work in a systematic way to find all possible answers to a problem.	Lesson 1 Using each digit card, which numbers can you make? Use the place value grid to help. | Hundreds	Tens	Ones
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			  Compare your answers with a partner. Lesson 2 – use 3 digit example. If you put three beads onto a tens/units abacus you could make the numbers 3, 30, 12 or 21. Explore the numbers you can make using six beads. Lesson 3 How many ways can you use column addition to make a number e.g. make 222, make 333