



Captain Webb Primary School medium term plan

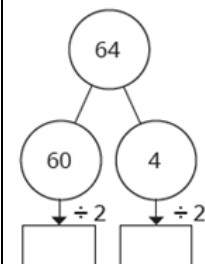
Year 3

Spring 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)										
	Multiplication and Division	4	<p>Knows how to multiply using partitioning.</p> <p>Knows how to rearrange dividends into multiples of the divisor.</p> <p>Knows how to divide using known multiplication tables, including for two-digit numbers divided by one-digit numbers, using mental methods, progressing to efficient written methods.</p> <p>Knows how divide and record remainders</p>	<p>I know that all multiples of 10 have 0 as a placeholder in the units column.</p> <p>I know that I can use my knowledge of multiplication facts to scale by 10.</p> <p>I know that I can partition a two digit number, multiply each number and recombine them.</p> <p>I know that I can use unitisation to link multiplication and division of multiples of ten.</p> <p>I know that I can partition a 2-digit number to divide it by a 1 digit number</p> <p>I know that I can use flexible partitioning to divide a 2 digit number by a 1 digit number</p> <p>I know that a remainder is the amount left over when a number has been divided.</p>	<div><div><div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div></div></div><div><div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div> </div><div> </div><div> </div></div></div></div> <div>$17 \times 10 = 10 \times 10 + 7 \times 10 = \text{---} + \text{---} = \text{---}$</div> <div><div><div>1</div><div>1</div><div>1</div><div>1</div></div><div><div>1</div><div>1</div><div>1</div><div>1</div></div><div><div>1</div><div>1</div><div>1</div><div>1</div></div><div><div>1</div><div>1</div><div>1</div><div>1</div></div><div><div>1</div><div>1</div><div>1</div><div>1</div></div></div> <div>$\text{---} \times 4 = \text{---}$</div> <div><div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div>10</div><div>10</div></div></div> <div>$\text{---} \times 40 = \text{---}$</div> <div><table><tr><th>Tens</th><th>Ones</th></tr><tr><td><div><div>10</div><div>10</div></div></td><td><div>1</div></td></tr><tr><td><div><div>10</div><div>10</div></div></td><td><div>1</div></td></tr><tr><td><div><div>10</div><div>10</div></div></td><td><div>1</div></td></tr><tr><td><div><div>10</div><div>10</div></div></td><td><div>1</div></td></tr></table><div>$2 \text{ tens} \times 4 = \text{---} \text{ tens}$ $1 \text{ one} \times 4 = \text{---} \text{ ones}$ $\text{---} + \text{---} = \text{---}$ $21 \times 4 = \text{---}$</div></div> <div><div><div>1</div><div>1</div><div>1</div><div>1</div></div><div><div>1</div><div>1</div><div>1</div><div>1</div></div></div> <div><div><div>10</div><div>10</div><div>10</div><div>10</div></div><div><div>10</div><div>10</div><div>10</div><div>10</div></div></div>	Tens	Ones	<div><div>10</div><div>10</div></div>	<div>1</div>	<div><div>10</div><div>10</div></div>	<div>1</div>	<div><div>10</div><div>10</div></div>	<div>1</div>	<div><div>10</div><div>10</div></div>	<div>1</div>
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Tens	Ones
10	1 1 1
10	1 1 1
10	1 1 1

$$39 \div 3 = 13$$

$$64 \div 2 = \underline{\quad}$$



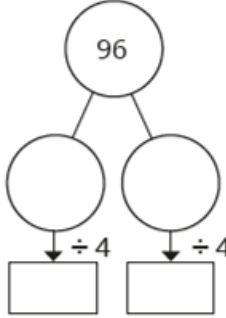
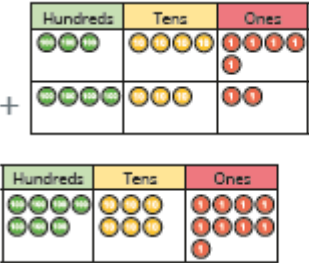
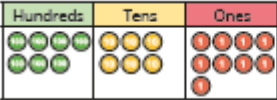
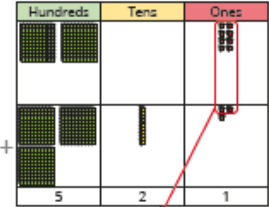
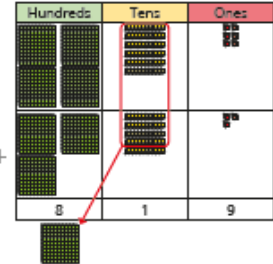
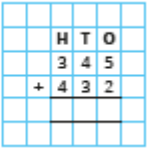



Tens	Ones
10	
10	
10	

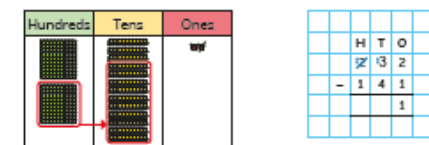
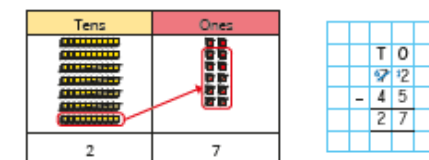
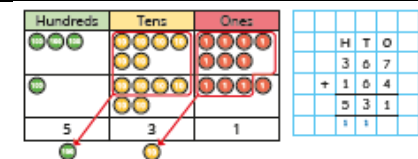
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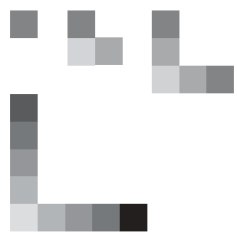
Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1

Tens	Ones
10 10	1 1 1
10 10	1 1 1
10 10	1 1 1
10 10	1 1 1

1
1

					$96 \div 4 = \underline{\quad}$ 
	Addition and subtraction	2	<p>Knows how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p><i>Knows how to calculate with columnar methods regrouping the tens and exchanging in subtraction.</i></p> <p><i>Knows the compact algorithms for addition and subtraction including regrouping and exchanging.</i></p> <p>Knows how to estimate the answer to a calculation and use inverse operations to check answers</p>	<p>I know to start adding from the lowest place value.</p> <p>I know to exchange 10 ones for 1 ten, or 10 tens for 1 hundred if I need to when adding.</p> <p>I know to exchange 1 ten for 10 ones, or 1 hundred for 10 tens if I need to when subtracting.</p> <p>I know to arrange digits in the correct place value column when using formal written methods.</p> <p>I know how to cross a boundary of 100 when adding or subtracting numbers.</p> <p>I know that I can use the inverse operation to check an answer for addition or subtraction questions.</p>	       



Spring 1	Strand	Number of lessons	Ready to progress (Based on National Curriculum objectives)	Key area of knowledge (Small steps in learning)	Resources and methods
	Patterns and Rules	3	<p>I know what a repeating pattern is.</p> <p>I know how to follow a rule.</p> <p>I know when the pattern increases or decreases.</p> <p>I know how to apply inverse relationships.</p> <p>I know how to describe rules mathematically using signs and symbols.</p>		<p><u>Lesson 1 – rules</u></p> <div data-bbox="1299 284 1713 762"> <p>Party bags</p> <p>Jack is having a birthday party and giving out party bags to his friends.</p>  <p>How many different party bags with two presents in each can be made with 10 different items?</p> </div> <p><u>Lesson 2</u> <u>Pattern</u></p> <div data-bbox="1299 917 1579 1220"> <p>L-shaped models</p>  </div> <p><u>Lesson 3</u></p> <p>A restaurant served 200 people on Sunday. If they serve 100 people each day after that, how many total people will they serve by Thursday?</p>

