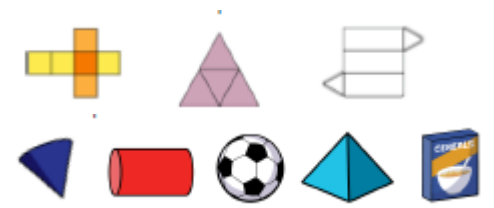




# Captain Webb Primary School medium term plan

## Year 3

Spring 2	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)
	Shape	1	<p><b>Knows the names of 3-D shapes in different orientations and describe them</b></p> <p><b>Knows how to make 3-D shapes using modelling materials</b></p> <p><i>Knows how to describe 2D and 3D shapes using accurate language including taught lines, acute and obtuse angles.</i></p>	I know that 3D shapes are solid and have faces, edges and vertices.	

Formal methods of multiplication and division

2

**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.**

**Knows how divide and record remainders**

. I know how to partition a 2 digit number and use that knowledge to set out digits accurately in a grid for multiplication.

I know how to partition a 2 digit number and use that knowledge to set out digits accurately for expanded multiplication.

I know how to partition a 2 digit number and use that knowledge to set out digits accurately in a grid for division.

I know how to partition a 2 digit number and use that knowledge to set out digits accurately for short division. .

$$12 \times 3 = 36$$

x	10	2
3	<b>30</b>	<b>6</b>

= **36**

$$44 \times 2 = \boxed{88} \quad 39 \times 5 = \boxed{195} \quad 58 \times 4 = \boxed{232}$$

$$\begin{array}{r} 44 \\ \times 2 \\ \hline 88 \end{array}$$

$$\begin{array}{r} 39 \\ \times 5 \\ \hline 195 \end{array}$$

$$\begin{array}{r} 58 \\ \times 4 \\ \hline 232 \end{array}$$

$$\begin{array}{r} 126 \\ -2 \\ \hline 124 \end{array}$$

$$1. 39 \div 3$$

$$\begin{array}{r} 13 \\ 3 \overline{) 39} \\ \underline{39} \\ 0 \end{array}$$

$$\begin{array}{r} 13 \\ \times 3 \\ \hline 39 \end{array}$$

$$2. 69 \div 3$$

$$\begin{array}{r} 23 \\ 3 \overline{) 69} \\ \underline{69} \\ 0 \end{array}$$

$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

	Fractions A	3	<p><b>count up and down in tenths</b></p> <p><i>Knows that fractions are relative to the whole and can be represented in different ways</i></p> <p><i>Knows unit and non-unit fractions as numbers on the number line and how to represent equivalence.</i></p> <p><b>Knows how to recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</b></p> <p><i>Knows how to find fractions of amounts in context.</i></p> <p><b>Knows how to compare and order unit fractions, and fractions with the same denominators.</b></p>	<p>I know that a denominator shows the number of equal parts a whole has been divided into.</p> <p>I know that when the numerators are the same then the greater the denominator, the smaller the fraction.</p> <p>I know that that a non-unit fraction is made up of more than one unit fractions.</p> <p>I know that that when the numerator of a fraction is equal to its denominator, then the fraction is equivalent to 1 whole.</p> <p>I know that that if the denominator is the same, then the greater the numerator, the greater the fraction or the smaller the numerator, the smaller the fraction.</p>	

**Knows how to recognise and show, using diagrams, equivalent fractions with small denominator**

I know that I can use how many equal parts a scale has been split into to find what fraction of a measure is shown.

I know how fractions can be represented on a number line.

I know how to count in fractions on a number line.

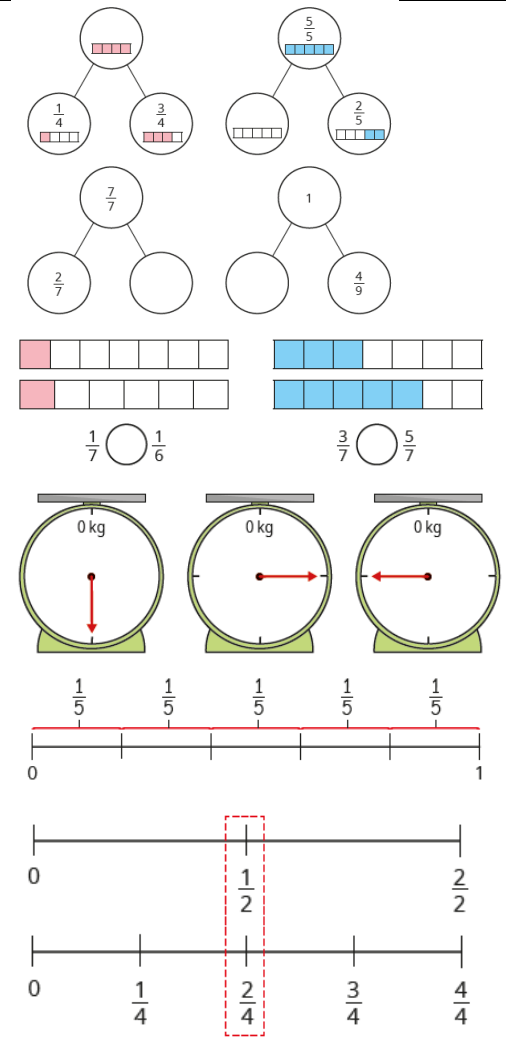
I know how to use more than one number line to find equivalent fractions.

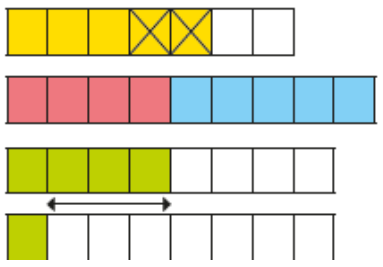
I know how to use more than one bar model to find equivalent fractions.

I know that tenths are one whole divided into ten equal parts.

I know how to count up and down in tenths using different representations.

I know that tenths can be represented as a decimal fraction.



	Fractions B	1	<b>Knows how to add and subtract fractions with the same denominator within one whole (e.g. <math>5/7 + 1/7 = 6/7</math>)</b>	I know that when denominators of fractions are the same, it does not change when adding fractions.	 $\frac{5}{7} - \frac{\square}{7} = \frac{\square}{7}$ $\frac{\square}{9} - \frac{\square}{9} = \frac{4}{9}$ $\frac{4}{8} - \frac{\square}{8} = \frac{\square}{8}$
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Spring 2	Strand	Number of lessons	Ready to progress (Based on National Curriculum objectives)	Key area of knowledge (Small steps in learning)	Resources and methods
	Word Problems	3	<p>I know what the narrative is about and what words identify the operations needed.</p> <p>I know what arithmetic I need to answer a one-step problem, two-step or multi step problem.</p> <p>I know what arithmetic methods are efficient and what to record.</p> <p>I know when I have answered the question</p>		<p><u>Lesson 1 two-step problem, use variation model</u></p> <div data-bbox="1624 909 2128 1157"> <p>Dexter is thinking of a fraction.</p> <p><math>\frac{3}{8}</math> more than Dexter's fraction is 1 whole.</p> <p>What fraction is Dexter thinking of?</p> <p>How do you know?</p> <p><math>\frac{5}{8}</math></p> </div> <p><u>Lesson 2</u></p>

correctly and checked  
the context.

Nijah has a pizza.

She cuts the pizza  
into two equal parts.

She cuts one of the  
two parts into two  
smaller equal parts.

Then she cuts one of these smaller parts  
into two equal slices.

What fraction of the whole pizza is each  
of these slices worth?



$\frac{1}{8}$

Lesson 3

Annie and Filip share a  
bottle of juice.

Annie drinks  $\frac{3}{5}$  of the juice.

Filip drinks 200 ml of the juice.

One-fifth of the juice is left in the bottle.

How much did Annie drink?

What fraction of the juice did Filip drink?

How much juice is left in the bottle?



600 ml

$\frac{1}{5}$

200 ml