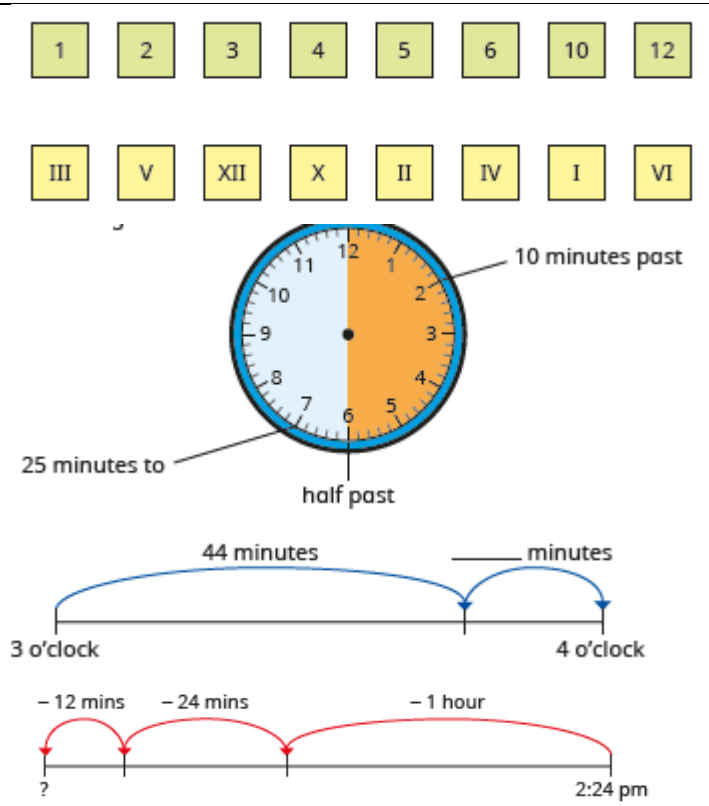
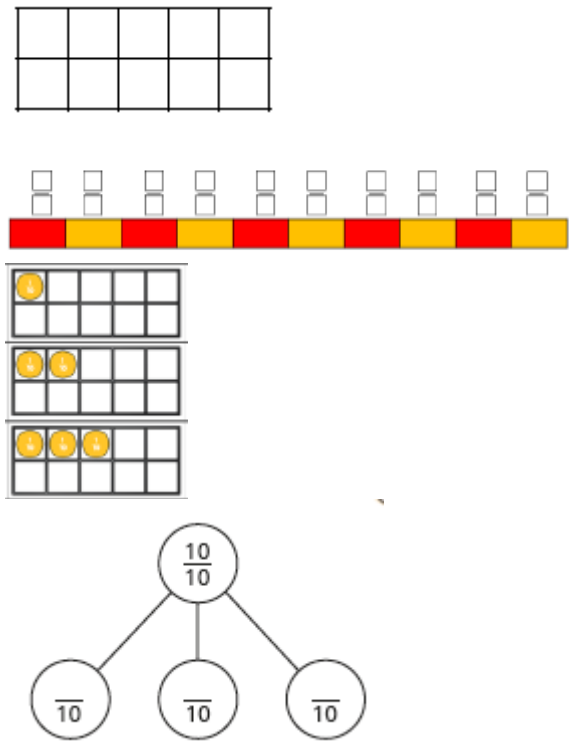
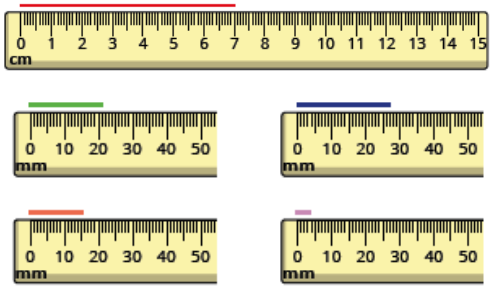
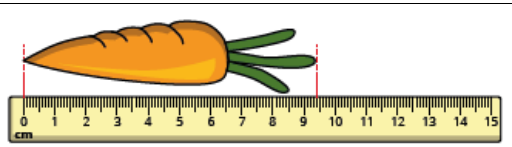
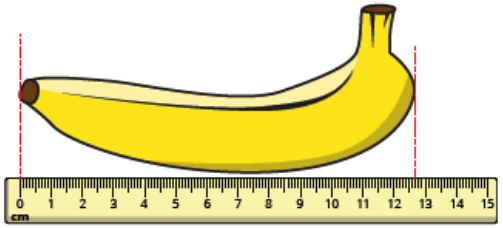
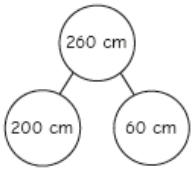
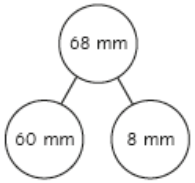
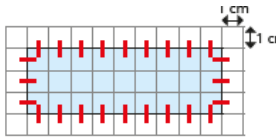
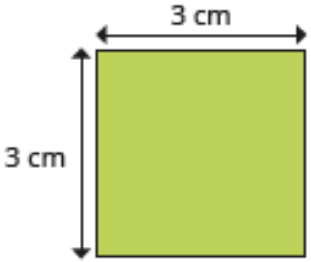
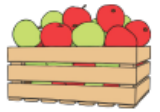
Captain Webb Primary School medium term plan

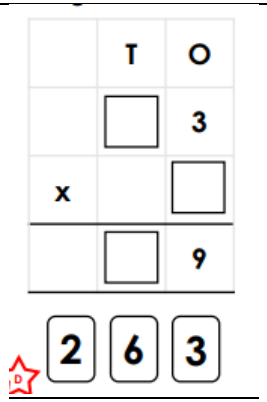
Year 3

Summer 2	Strand	Number of weeks	Key knowledge (from the NC)	Learning intentions	Resources and methods (Calculation policy)
	Time	3	**Knows passing of time can be calculated as time durations.** **Knows and uses vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.** **Knows the time in 12hr and 24hr representations.** **Knows that analogue clocks can be represented in roman numerals.** **Knows how to read the time to the nearest minute.** **Knows the number of seconds in a minute and the number of days in each month, year and leap year.**	I know the number 1 – 12 in roman numerals. I know what each part of a clock and the clock face represents. I know that each large increment on an analogue clock represents 5 minutes. I know that each small increment on an analogue clock represents 1 minutes. I know that on a 12 hour digital clock, am represent times between midnight and midday and pm represents times between midday and midnight. I know how to convert between 12 and 24 hour digital clocks I know that there are 24 hours in a day, seven days in a week and how they relate to each other. I know that there are 60 minutes in an hour and can use this to find time durations.	

	Fractions B	2	**Knows that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.** **Knows how to solve problems including fractions.** **Knows how to recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (RECAP)**	I know that a whole can be split into unit fractions and non-unit fractions. I know how to find unit fractions of a set of objects. I know how to find non-unit fractions of a set of objects. 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.	
	Length and perimeter	2	**Knows the term perimeter.** **Knows how to measure the perimeter of simple 2-D shapes.** **Knows how to measure, compare, add and subtract: lengths (m/cm/mm);** **Knows how to measure accurately reading the marked divisions in the appropriate units.**	I know that objects can be measured using metres and centimetres. I know that millimetres can be used to measure things that are smaller than one centimetre. I know that objects can be measured using centimetres and millimetres. I know how to choose appropriate units to measure objects in.	

			Vocabulary: perimeter	I know how to convert cm into equivalent lengths in m and cm. I know how to convert mm into equivalent lengths in cm and mm. I know that I can convert between equivalent units to compare lengths. I know that I need to use the same unit of measurement when adding lengths. I know that I need to use the same unit of measurement when subtracting lengths I know that perimeter is the distance around the outside of a closed 2D shape. I know how to use a ruler and the correct units to measure the perimeter of simple shapes. I know that I can use the properties of 2D shapes to calculate the perimeter of a simple 2D shape.	   200 cm = 2 m 260 cm = 2 m and 60 cm  60 mm = 6 cm 68 mm = 6 cm and 8 mm  9 + 3 + 9 + 3 = 24 The perimeter is 24 cm. 

	Strand	Number of lessons	Ready to progress (Based on National Curriculum objectives)	Key area of knowledge (Small steps in learning)	Resources and methods
Summer 2	Word Problems	2	I know what the narrative is about and what words identify the operations and the concepts needed. I know what arithmetic I need to answer a one-step problem, two-step, multi-step problem or complex problem. I know what arithmetic methods are efficient and what to record in sequences. I know when I have answered the question correctly and checked the context.		<u>Lesson 1</u> 6. A greengrocer has a box of apples. In the morning he sells 17 apples. In the afternoon he sells 6 apples. At the end of the day there are 11 apples left in the box. How many apples were there at the start of the day?  <u>Lesson 2</u> There are 15 biscuits in a packet. A shop orders 156 packets. How many biscuits will be in the 156 packets? A school buys 172 boxes of pencils. Each box has 12 pencils. How many pencils has the school bought? A wholesaler sells apples for 17p each. A grocer buys 197 apples. How much will they cost?
	Finding all possibilities	1	I know the best way to record the results. I know if some solutions repeated. I know if I have solved the problem and when there is more than one solution.		<u>Lesson 3</u>

					 T O 3 x 9 2 6 3