Maths Medium Term Plan

Year 3 2024-2025

Autumn 1

Link to WRM Planning:

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-8		Number Sense Maths	Follow the NSM programme.			4 times a week
1 2 3	2-9-24 (2-9-24 & 3-9-24 – INSET) 9-9-24 16-9-24	Number: Place Value	•**Step 1:** Represent numbers to 100 •**Step 2:** Partition numbers to 100 •**Step 3:** Number line to 100 •**Step 4:** Hundreds. •**Step 5:** Represent numbers to 1,000. •**Step 6:** Partition numbers to 1,000. •**Step 7:** Flexible partitioning of numbers to 1000 •**Step 8:** Hundreds, tens, and ones •**Step 9:** Find 1, 10, 100 more or less •**Step 10:** Number line to 1,000. •**Step 11:** Estimate on a numbers line to 1000 •**Step 12:** Compare numbers to 1000 •**Step 13:** Order numbers to 1000 •**Step 14:** Count in 50s.	• Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Compare and order numbers up to 1000. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. • Count from 0 in multiples of 4, 8, 50 and 100.	NRICH Coded Hundred Square https://nrich.maths.org/6554	
4 5 6	23-9-24 30-9-24 7-10-24	Number: Addition and Subtraction	•**Step 1:** Apply number bonds within 10 •**Step 2:** Add and subtract 1s •**Step 3:** Add and subtract 10s •**Step 4:** Add and subtract 100s •**Step 5:** Spot the pattern •**Step 6:** Add 1s across a 10 •**Step 7:** Add 10s across a 100	• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three-digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	NRICH Buying a Balloon https://nrich.maths.org/186	Check Calculation Strategy Policy Language – addend and sum; minuend,

7	14-10-24		•**Step 8**: Subtract 1s across a 10 •**Step 9**: Subtract 10s across a 100 •**Step 10**: Make connections •**Step 11**: Add two numbers (no exchange) •**Step 12**: Subtract two numbers (no exchange)	• Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		==subtrahend== and ==difference== (see Maths Language – Parts of 4-Op)
8	21-10-24	Number: Multiplication and Division A	•**Step 1**: Multiplication –equal groups. •**Step 2**: Using arrays •**Step 3**: Multiples of 2 •**Step 4**: Multiples of 5 and 10 •**Step 5**: Sharing and grouping •**Step 6**: Multiply by 3 •**Step 7**: Divide by 3. •**Step 8**: The 3 times-table. •**Step 9**: Multiply by 4. •**Step 10**: Divide by 4. •**Step 11**: The 4 times-table. •**Step 12**: Multiply by 8. •**Step 13**: Divide by 8. •**Step 14**: The 8 times-table. •**Step 15**: The 2-, 4- and 8-times tables **Continued in Autumn 2**	• Count from 0 in multiples of 4, 8, 50 and 100. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	Puzzles and Problems Y3 and Y4 – Susie the Snake	Check Calculation Strategy Policy Language – ==multiplier==, ==multiplicand==, ==factor== and ==product==; ==dividend==, ==divisor== ad ==quotient== (see Maths Language – Parts of 4-Op)

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Autumn 2

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-7		Number Sense Maths	Follow the NSM programme.			4 times a week
1	4-11-24	Number: Multiplication and Division A	**Continued from Autumn 1**			
2	11-11-24					
3	18-11-24					
4	25-11-24	Measurement: Money	• **Step 1:** Pounds and pence • **Step 2:** Convert pounds and pence • **Step 3:** Add money • **Step 4:** Subtract money • **Step 5:** Find change	• Add and subtract amounts of money to give change, using both £ and p in practical contexts.	NRICH How Much Did It Cost? https://nrich.maths.org/5949 Puzzles and Problems for Y3 and Y4 – Rows of Coins	
5	2-12-24					
6	9-12-24	Statistics	• **Step 1:** Interpret pictograms • **Step 2:** Draw pictograms • **Step 3:** Interpret bar charts • **Step 4:** Draw bar charts • **Step 5:** Collect and represent data • **Step 6:** Two-way tables	• Interpret and present data using bar charts, pictograms and tables. • 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.		
7	16-12-24					

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Spring 1

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-6		Maths Skills	Arithmetic focus or numbers, multiples and factors etc. 30 mins			1 a week
1-6		NSM Times Tables Programme	Follow the programme.			5 times a week
1 2	6-1-25 13-1-25	Number: Addition and Subtraction	**Retrieval** • **Step 13:** Add two numbers (across a 10) • **Step 14:** Add two numbers (across a 100) • **Step 15:** Subtract two numbers (across a 10) • **Step 16:** Subtract two numbers (across a 100) • **Step 17:** Add 2-digit and 3-digit numbers • **Step 18:** Subtract a 2-digit number from a 3-digit number	• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three-digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	NRICH Fruit Pairs https://nrich.maths.org/14727	Check Calculation Strategy Policy Language – addend and sum; minuend, subtrahend and difference (see Maths Language – Parts of 4-Op)
3 4 5	20-1-25 27-1-25 3-2-25	Number: Multiplication and Division B	• **Step 1:** Multiples of 10 • **Step 2:** Related calculations • **Step 3:** Reasoning about multiplication • **Step 4:** Multiply a 2-digit number by a 1-digit number - no exchange	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers,	NRICH Ordering Cards https://nrich.maths.org/8058	Check Calculation Strategy Policy

| 6 | (7-2-25 – INSET)

10-2-25
(10-2-25 – INSET) | | •**Step 5:** Multiply a 2-digit number by a 1-digit number - with exchange
•**Step 6:** Link multiplication and division
•**Step 7:** Divide a 2-digit number by a 1-digit number - no exchange
•**Step 8:** Divide a 2-digit number by a 1-digit number - flexible partitioning
•**Step 9:** Divide a 2-digit number by a 1-digit number - with remainders
•**Step 10:** Scaling
•**Step 11:** How many ways? | using mental and progressing to formal written methods.
• Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. | | Language – multiplier, multiplicand, factor and product; dividend, divisor ad quotient (see Maths Language – Parts of 4-Op) |

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Spring 2

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-6		Maths Skills	Arithmetic focus or numbers, multiples and factors etc. 30 mins			1 a week
1-6		NSM Times Tables Programme	Follow the programme.			5 times a week
1 2 3	24-2-25 3-3-25 10-3-25	Number: Fractions A	•**Step 1**: Understand the denominators of unit fractions •**Step 2**: Compare and order unit fractions •**Step 3**: Understand the numerator of non-unit fractions •**Step 4**: Understand the whole •**Step 5**: Compare and order non-unit fractions •**Step 6**: Fractions and scales •**Step 7**: Fractions on a number line •**Step 8**: Count in fractions on a number line •**Step 9**: Equivalent fractions on a number line •**Step 10**: Equivalent fractions as bar models	• 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. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above.	NRICH Fraction Match https://nrich.maths.org/6938	See Notes for Fractions
4 5 6	17-3-25 24-3-25 31-3-25	Measurement: Length and Perimeter	•**Step 1**: Measure in metres and centimetres •**Step 2**: Measure in millimetres •**Step 3**: Measure in centimetres and millimetres •**Step 4**: Metres, centimetres and millimetres •**Step 5**: Equivalent lengths (metres and centimetres)	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes.		

| | | | **Step 6:** Equivalent lengths (centimetres and millimetres) **Step 7:** Compare lengths **Step 8:** Add lengths **Step 9:** Subtract lengths **Step 10:** What is perimeter? **Step 11:** Measure perimeter **Step 12:** Calculate perimeter | | | |

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Summer 1

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-5		Maths Skills	Arithmetic focus or numbers, multiples and factors etc. 30 mins			1 a week
1-5		NSM Times Tables Programme	Follow the programme.			5 times a week
1	21-4-25 (4 days)	Number: 4 Ops	Retrieval			Check Calculation Strategy Policy

Language – addend and sum; minuend, subtrahend and difference; multiplier, multiplicand, factor and product; dividend, divisor ad quotient (see Maths |

						Language – Parts of 4-Op)
2 3 4	28-4-25 5-5-25 (4 days) 12-5-25	Measurement: Time	•**Step 1**: Roman numerals to 12 •**Step 2**: Tell the time to 5 minutes •**Step 3**: Tell the time to the minute •**Step 4**: Read time on a digital clock •**Step 5**: Use am and pm •**Step 6**: Years, months and days •**Step 7**: Days and hours •**Step 8**: Hours and minutes – use start and end times •**Step 9**: Hours and minutes - use durations •**Step 10**: Minutes and seconds •**Step 11**: Units of time •**Step 12**: Solve problems with time	• Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. • Estimate and read time with increasing accuracy to the nearest minute. • Record and compare time in terms of seconds, minutes and hours. • Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks].	NRICH What is the Time? https://nrich.maths.org/7377	
5	19-5-25 (World Maths Day – date tbc; 23-5-25 – INSET)	Geometry: Shape	•**Step 1**: Turns and angles •**Step 2**: Right angles •**Step 3**: Compare angles •**Step 4**: Measure and draw accurately •**Step 5**: Horizontal and vertical •**Step 6**: Parallel and perpendicular •**Step 7**: Recognise and describe 2-D shapes •**Step 8**: Draw polygons •**Step 9**: Recognise and describe 3-D shapes •**Step 10**: Make 3-D shapes **Continued in Summer 2**	• Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Draw 2-D shapes and make 3-D shapes using modelling materials. • Recognise 3-D shapes in different orientations and describe them.	NRICH A Puzzling Cube https://nrich.maths.org/1140	

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Summer 2

Week	Week Beginning	Unit	Small Steps	N.C. Links	Enriching our Mathematicians	Notes / AOI
1-8		Maths Skills	Arithmetic focus or numbers, multiples and factors etc. 30 mins			1 a week
1-8		NSM Times Tables Programme	Follow the programme.			5 times a week
1	2-6-25	Geometry: Shape	Continued from Summer 1			
2 3 4	9-6-25 16-6-25 23-6-25	Number: Fractions B	•**Step 1**: Add fractions •**Step 2**: Subtract fractions •**Step 3**: Partition the whole •**Step 4**: Unit fractions of a set of objects •**Step 5**: Non-unit fractions of a set of objects •**Step 6**: Reasoning with fractions of an amount	• Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}$ + $\frac{1}{7}$ = $\frac{6}{7}$]. • Solve problems that involve all of the above.	NRICH Matching Fractions https://nrich.maths.org/8283	See Notes for Fractions
5 6 7	30-6-25 7-7-25 14-7-25	Measurement: Mass and Capacity	•**Step 1**: Use scales •**Step 2**: Measure mass in grams •**Step 3**: Measure mass in kilograms and grams •**Step 4**: Equivalent masses (kilograms and grams) •**Step 5**: Compare mass •**Step 6**: Add and subtract mass	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	NRICH Oh Harry https://nrich.maths.org/5979 Puzzles and Problems Y3 and Y4 – Kieron's Cats	

			•**Step 7**: Measure capacity and volume in millilitres •**Step 8**: Measure capacity and volume in litres and millilitres •**Step 9**: Equivalent capacities and volumes (litres and millilitres) •**Step 10**: Compare capacity and volume •**Step 11**: Add and subtract capacity and volume			
8	21-7-25 (2 days)	Consolidation				