

# Mathematics Medium Term Overview: Year 3



<p><b>T1 Week 1</b> Place Value Teach terms positional, multiplicative, additive, base10 and use alongside teaching</p>	<p><b>T1 Week 2</b> Place value:</p>	<p><b>T1 Week 3</b> Fractions – whole part relationships</p>	<p><b>T1 Week 4</b> Fraction progression</p>	<p><b>T1 Week 5</b> Mental Calculation Strategies–</p>	<p><b>T1 Week 6</b> Working towards written method for addition.</p>	<p><b>T1 Week 7</b> Working towards written method for subtraction</p>	<p><b>T1 Week 8</b> Working towards written method for subtraction</p>
<p><b>T2 Week 1</b> Mental calculation strategies, division and multiplication partitioning</p>	<p><b>T2 Week 2</b> Mental calculation strategies, partitioning</p>	<p><b>T2 Week 3</b> Working towards the grid method for multiplication Use the positional language of place value</p>	<p><b>T2 Week 4</b> Using grouping for division.</p>	<p><b>T2 Week 5</b> Scaling up and scaling down. Link to doubling and fractions.</p>	<p><b>T2 Week 6</b> 3D shape:</p>	<p><b>T2 Week 7</b> 3D shape:</p>	<p><b>T2 Week 8</b> Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p><b>T3 Week 1</b> Place Value as in term 1 and including up to 100ths</p>	<p><b>T3 Week 2</b> To compare and order numbers up to 1000</p>	<p><b>T3 Week 3</b> Fractions, Equivalences</p>	<p><b>T3 Week 4</b> Continue with fractions and make link to measures</p>	<p><b>T3 Week 5</b> Mental calculation strategies as in Term 1</p>	<p><b>T3 Week 6</b> Reinforce and rehearse written calculation methods for addition</p>	<p><b>T3 Week 7</b> Reinforcing and rehearse written calculation methods for subtraction,</p>	<p><b>T3 Week 8</b> Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p><b>T4 Week 1</b> Mental Calculation</p>	<p><b>T4 Week 2</b> Mental Calculation</p>	<p><b>T4 Week 3</b> Reinforce and rehearse Term 2 - Written methods for multiplication</p>	<p><b>T4 Week 4</b> Reinforce and rehearse Term 2 Division –</p>	<p><b>T4 Week 5</b> Scaling up and scaling down as in term 2</p>	<p><b>T4 Week 6</b> 2D shape:</p>	<p><b>T4 Week 7</b> 2D shape:</p>	<p><b>T4 Week 8</b> Assessment of the half term</p>
<p><b>T5 Week 1</b> Place Value as in Term 1 and Term 3</p>	<p><b>T5 Week 2</b> Consolidation of Roman Numerals to 100</p>	<p><b>T5 Week 3</b> Fractions Addition and subtraction</p>	<p><b>T5 Week 4</b> Continue fractions and links to decimals (tenths)</p>	<p><b>T5 Week 5</b> Consolidation of mental calculation</p>	<p><b>T5 Week 6</b> Consolidation of written method for addition within different context</p>	<p><b>T5 Week 7</b> Consolidation of written method for subtraction within different contexts</p>	<p><b>T5 Week 8</b> Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
<p><b>T6 Week 1</b> Consolidation of mental calculation strategies as Terms 2 and 4</p>	<p><b>T6 Week 2</b> Consolidation of mental calculation strategies as Terms 2 and 4</p>	<p><b>T6 Week 3</b> Consolidation of written calculation</p>	<p><b>T6 Week 4</b> Consolidation of written division calculation for grouping within context as Term 4 and include remainder</p>	<p><b>T6 Week 5</b> Consolidation of scaling up and scaling down</p>	<p><b>T6 Week 6</b> Consolidation of 3D shape including problem solving</p>	<p><b>T6 Week 7</b> Consolidation of 2D shape including problem solving</p>	<p><b>T6 Week 8</b> Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>

## Mathematics Medium Term Overview: Year 3



Four main areas:

**Reasoning and Mastery of Number:** Autumn 1; Spring 1 and Summer 1

**Reasoning and Mastery of Addition and Subtraction:** Autumn 1; Spring 1 and Summer 1

**Reasoning and Mastery of Multiplication and Division:** Autumn 2; Spring 2 and Summer 2

**Reasoning and Mastery of Geometry:** Autumn 2; Spring 2 and Summer 2

**Fractions, Statistics, Fractions, Measurement are all integrated within these four main blocks**

**These are highlighted in Red and are essential that they are taught in that week to ensure coverage. These elements will be monitored to ensure they happen in these weeks.**

	Overall Weekly outcome
	Statutory Content to be taught during specific weeks week
	Possible Enrichment activities
<b>Target Tracker Statements</b> in red text for Terms 1-5. Term 6 focus use missing targets within each unit	



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## Focus Areas for Development

Identify, represent and estimate numbers to 100 using different representations, including the number line and partitioning in different ways

Add and subtract amounts of money to give change, recording £ and p separately

Solve number problems with number facts from the year 2 curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Autumn 1</b>	Reasoning and Mastery of Number <b>Place Value</b>		Reasoning and Mastery of Number <b>Fractions</b>		Reasoning and Mastery of Addition and Subtraction			
	<p><b>Vocabulary:</b>                      Multiplicative Additive fraction vinculum, denominator, numerator, equivalence                      fraction vinculum, denominator, numerator, equivalence</p> <p><b>Mental Arithmetic Focus Addition.</b></p> <p>Follow micro steps as a base guide from steps 1 to 4</p>				<p><b>Vocabulary:</b>                      Augend for the number you have, addend for the numbers to be added, sum for the combined amounts:                      augend add addend equals sum                      Minuend for the amount you have, subtrahend for the amount subtracted and difference for the amount left: minuend subtract subtrahend equals difference</p> <p><b>Mental Arithmetic Focus Subtraction.</b></p> <p>Follow Micro steps 1 - 3</p>			

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### Autumn 1 Times table focus 3 and 6

<p>Place Value Teach terms positional, multiplicative, additive, base10 and use alongside teaching</p> <p>Place Value of 3 digit numbers up to and no greater than 1000</p> <p>Counting back and forward in 2,4, and 8s</p> <p>Reprostation of Data from Bar charts</p> <p>How many days in each month Rhyme</p> <p>Identify represent numbers 10 1000</p> <p>Use place Value Grids &amp; Digit cards Gettegno charts</p>	<p>Place value: Link to <b>measurement</b>- practical activities with length, mass,</p> <p>Ordering comparing and sequencing 3 digit numbers up to 1000 using, Greater than, less than, equals, = &lt; &gt;</p> <p>Sequencing ascending numbers and descending numbers</p> <p>Counting back and forward in 2,4, and 8s</p> <p>Capacity, money using pence only so that there are no decimals.</p> <p>Measurement where decimals are not used.</p>	<p>Fractions – whole part relationships (birds and faces see planning pack), link to division.</p> <p>Part whole relationship finding fractions of discrete objects for unit and non-unit fractions. Including the use of bar model throughout</p> <p>Counting back and forth in 10ths and recognising 10ths is 1 whole divided into 10 equal pieces.</p> <p>Focus on halves, quarters and eighths. Take each fraction one at a time and explore that fraction of numbers, quantities and shapes (where shapes have fractions shown that are not the same shape) at the same time.</p>	<p>Fraction progression</p> <p>To order and compare though visuals unit and non-unit fractions with small denominators.</p> <p>Counting back and forth in 10ths and recognising 10ths is 1 whole divided into 10 equal pieces.</p> <p>Problem solving using bar model throughout</p> <p>Using clock as example of half quarter</p>	<p>Mental Calculation Strategies and telling the time</p> <p>partitioning, doubling, halving, number pairs, multiples of 10 and adjusting, using known number facts, counting on and counting back</p> <p>Telling time on 12 hour clock 2 days min use vocabulary such as o'clock, a.m./p.m. morning, afternoon, noon and midnight</p> <p>Perimeter of simple shapes</p> <p>Start with time for 2 days then end in mental calculations with time durations.</p>	<p>Working towards written method for addition.</p> <p>Visualizing addition linking to basic written method using subtraction as a check</p> <p>Consolidate vertical addition using partitioning Explore moving to the short method with exchanging All done with Dienes and slow enough for children to develop a conceptual understanding</p> <p>Bar model Bar charts</p>	<p>Working towards written method for subtraction</p> <p>Visualizing Subtraction linking to basic written method using Addition as a check</p> <p>Teach vertical subtraction using Dienes and model the written method Focus on lots of practise with equipment</p> <p>Bar model</p>	<p>Working towards written method for subtraction</p> <p>Visualizing Subtraction linking to basic written method using Addition as a check</p> <p>different contexts, including time (durations and differences) length, mass, capacity, volume and also statistics</p>
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Target Tracker Statements	<u>Number and Place Value</u>	<u>Number and Place Value</u>	<u>Fractions</u>	<u>Fractions</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>
I can count from 0 in multiples of 4 8 50 and 100 and can find 10 or 100 more or less than a given number	I can compare and order numbers up to 1000	I can compare and order numbers up to 1000	I can write and find fractions for a set of data and can recognise fractions with small denominators.	I can write and find fractions for a set of data and can recognise fractions with small denominators.	I can add and subtract numbers in my head including a three digit number and ones	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction
I can recognise the place value of each digit of a number	I can read and write numbers up to 1000	I can read and write numbers up to 1000 in words.	I can find and use fractions of numbers	I can find and use fractions of numbers	I can add and subtract numbers in my head including tens	I can add numbers with up to three digits using formal column method.	I can subtract numbers with up to three digits using formal column method.	I can subtract numbers with up to three digits using formal column method
I can compare and order numbers up to 1000	I can solve number problems and word problems	I can solve number problems and word problems	I can compare fractions with the same denominator.	I can compare fractions with the same denominator.	I can add and subtract numbers in my head including hundreds	I can subtract numbers with up to three digits using formal column method.	I can use inverse operations to check answers	I can subtract numbers with up to three digits using formal column method
I can read and write numbers up to 1000	<u>Measurement</u>	<u>Measurement</u>	I can compare and order fractions with the same denominator.	I can compare and order fractions with the same denominator.	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction	I can use inverse operations to check answers	I can use inverse operations to check answers	I can use inverse operations to check answers
I can solve one-step and two-step questions.	I can measure, compare add and subtract lengths mass volume and capacity	I can measure, compare add and subtract lengths mass volume and capacity	I can solve fraction problems	I can solve fraction problems	<u>Measurement</u>	I can add numbers with up to three digits using formal column method.	I can add numbers with up to three digits using formal column method.	I can add numbers with up to three digits using formal column method.
	<u>Statistics</u>	<u>Statistics</u>	I can count up and down in tenths...	I can count up and down in tenths...	I can measure perimeter of simple 2d shapes	<u>Measurement</u>	<u>Measurement</u>	<u>Measurement</u>
	I can add and subtract money giving, change and using pounds and pence. I can do this with real money and notes.	I can add and subtract money giving, change and using pounds and pence. I can do this with real money and notes.	I can find and show equivalent fractions	I can find and show equivalent fractions	I can tell you the number of seconds in a minute...	I can compare how much time is taken by different events or tasks.	I can compare how much time is taken by different events or tasks.	I can compare how much time is taken by different events or tasks.
					I can tell the time on a clock face	I can measure, compare add and subtract lengths mass volume and capacity	I can measure, compare add and subtract lengths mass volume and capacity	I can measure, compare add and subtract lengths mass volume and capacity
					I can compare how much time is taken by different events or tasks.			

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Multiplication and Division					Reasoning and Mastery of Geometry		
<b>Autumn 2</b> <b>Times table focus 3 and 6</b>	<p><b>Vocabulary:</b>                      Multiplicand for the number you have, multiplier for the amount of times you have it and product for the total:                      multiplicand multiplied by multiplier equals product                      Dividend for the amount you have, divisor for the number of groups you are taking away and quotient for how many groups you make:                      dividend divided by divisor equals quotient</p> <p><b>Mental Arithmetic Focus</b>  <b>Multiplication</b></p> <p>Follow micro steps as a base guide from steps 1 - 3</p>					<p><b>Vocabulary:</b>                      Names of shapes; Symmetry reflectional symmetry, translational symmetry prism, angles, acute obtuse reflex straight angle, full rotation,                      Plane, viewpoint, orientation,</p> <p><b>Mental Arithmetic Focus</b>  <b>Division</b></p> <p>Follow micro steps as a base guide from steps 1 - 3</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn 2</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Times table focus 3 and 6</p>	<p>Mental calculation strategies, division and multiplication partitioning</p>	<p>Mental calculation strategies, partitioning</p>	<p>Working towards the grid method for multiplication Use the positional language of place value</p>	<p>Using grouping for division.</p>	<p>Scaling up and scaling down. Link to doubling and <b>fractions</b>. Half as much, 4 times as much, a fifth of the size etc.</p>	<p><u>2D and 3D</u> shape:</p>	<p>2D and 3D shape:</p>	<p>Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
	<p><b>Partitioning of number using known facts</b></p> <p><math>(93 \div 4 = 80 + 13 \div 4)</math> x 4 doubling and doubling, <math>\div 4</math> halving and halving, x by 5 and 10 and halving, <math>\div</math> by 5 and <math>\div</math> by 10 and doubling using known facts, Grouping multiplicative language of place value</p> <p><b>Bar modelling for division and x elements</b></p>	<p><b>Partitioning of number using known facts</b> In different contexts</p> <p><math>(98 \div 4) \times 4</math> doubling and doubling, <math>\div 4</math> halving and halving, x by 5 and 10 and halving, <math>\div</math> by 5 and <math>\div</math> by 10 and doubling using known facts, Grouping Use the multiplicative language of place value</p> <p><b>Link to measurement</b></p>	<p><b>To visually represent multiplication statements using place value.</b> <b>Working towards grid method</b></p> <p>Make arrays using Dienes and place value counters for 2 digit multiplication by single digit and model grid method. Check using division linking to the array, for example, <math>228 \div 76 = 3</math> and link to <math>228 \div 3 = 76</math></p> <p><b>Use of simple Ratio</b></p>	<p><b>To group amounts using bar modelling to show visualization of division.</b></p> <p>finding how many groups of the divisor are in the dividend, making arrays as guidance shows Use the positional language of place value <b>Use of different contexts</b></p>	<p><b>To scale number up and down using key language (2 times larger; 5 times smaller)</b></p> <p><b>Link to bar modellings and visualizing</b></p> <p><b>Measurements such as recipes</b></p>	<p><b>To recognise and name elements of 2d and 3D shapes. Vertices, Vertex, edges, faces and 90 degree angles/right angles only.</b> Know that 3d Shapes are made up of 2D shape. At this stage you can talk about how angles are greater or lesser than a right angle. <b>Focus shapes for majority: Square, oblong, rectangle, triangle, pentagon, hexagon, octagon, circle, semi-circle,</b></p> <p>exploring what doing to get each new shape and properties including naming face shapes Sorting activities including Venn and Carroll diagrams</p>	<p><b>To us Plasticine or other 2d or 3d molding materials to make common 3d shapes such as cube, cuboid in different orientations</b></p> <p>Explore which patterns make nets and which don't. Explore shapes in different orientation</p> <p><b>Revisit: How many days in each month</b> <b>Rhyme</b></p>	<p><b>Address any areas of weakness covered in term two.</b></p>

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Target Tracker Statements	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Multiplication and Division</u>	<u>Properties of Shape</u>	<u>Properties of Shape</u>
	<p>I can recall and use multiplication and division facts for the 2 4 and 8 times table</p> <p>I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.</p> <p><u>Number and Place Value</u></p> <p>I can recognise the place value of each digit of a number with hundreds tens and ones.</p> <p>I can read and write numbers up to 1000 in numbers.</p>	<p>I can recall and use multiplication and division facts for the 2 4 and 8 times table</p> <p>I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.</p> <p>I can solve problems including missing number problems involving multiplication and division, including factors and ratio</p> <p><u>Number and Place Value</u></p> <p>I can recognise the place value of each digit of a number with hundreds tens and ones.</p> <p>I can read and write numbers up to 1000 in numbers.</p> <p><u>Measures</u></p> <p>I can measure, compare add and subtract lengths,</p>	<p>I can recall and use multiplication and division facts for the 2 4 and 8 times table</p> <p>I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.</p> <p>I can solve problems including missing number problems involving multiplication and division, including factors and ratio</p> <p><u>Number and Place Value</u></p> <p>I can recognise the place value of each digit of a number with hundreds tens and ones.</p> <p>I can read and write numbers up to 1000 in numbers.</p>	<p>I can recall and use multiplication and division facts for the 2 4 and 8 times table</p> <p>I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.</p> <p>I can solve problems including missing number problems involving multiplication and division, including factors and ratio</p> <p><u>Number and Place Value</u></p> <p>I can recognise the place value of each digit of a number with hundreds tens and ones.</p> <p>I can read and write numbers up to 1000 in numbers.</p>	<p>I can recall and use multiplication and division facts for the 2 4 and 8 times table</p> <p>I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.</p> <p>I can solve problems including missing number problems involving multiplication and division, including factors and ratio</p> <p>Fractions</p> <p>I can find and use fractions of numbers</p> <p>I can identify equivalent fractions</p>	<p>I can draw 2-D shapes and make 3d Shapes using modelling materials I can recognise 3D shapes in different orientations</p> <p>I can recognise angles and property of shape. I know that angles are a description of a turn.</p>	<p>I can draw 2-D shapes and make 3d Shapes using modelling materials I can recognise 3D shapes in different orientations</p> <p>I can recognise angles and property of shape. I know that angles are a description of a turn.</p>

# Central Park Medium Term Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Number <b>Place Value</b>		Reasoning and Mastery of Number <b>Place Value</b>		Reasoning and Mastery of Addition and Subtraction			
<b>Spring 1</b> <b>Times table focus 3 and 6</b>	<p>Vocabulary:                      Multiplicative Additive fraction vinculum, denominator, numerator, equivalence                      fraction vinculum, denominator, numerator, equivalence</p> <p><b>Mental Arithmetic Focus</b>  <b>Addition</b></p> <p>Follow micro steps as a base guide from steps 3 -5</p>				<p>Vocabulary:                      Augend for the number you have, addend for the numbers to be added, sum for the combined amounts:                      augend add addend equals sum                      Minuend for the amount you have, subtrahend for the amount subtracted and difference for the amount left: minuend subtract subtrahend equals difference</p> <p><b>Mental Arithmetic Focus</b>  <b>Subtraction</b></p> <p>Follow Micro steps 3 - 6 With no 0 place values</p>			

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<p>Spring 1 Times table focus 3 and 6</p>	<p>Place Value as in term 1 and including up to 10ths</p> <p>What did we learn last term in Place value?</p> <p>To recognise the value of any numbers up to 1000 including up to 10ths.</p> <p>Counting back and forward in 10s and 10ths</p> <p>Also include algebra: finding pairs of numbers that satisfy an equation with two unknowns, e.g. <math>a + b = 36</math> where <math>a</math> is bigger than <math>b</math></p> <p><math>a - 36 = b</math> where <math>b</math> is less or greater than 36</p> <p>Solving missing number problems and linking to algebra</p>	<p>To compare and order numbers up to 1000</p> <p>Compare numbers up to 1000 whilst finding 10 more and 10 less of a 3 digit number.</p> <p>Counting back and forward in 10s and 10ths</p> <p>Link to measurement of time finding 10 more and 10 less within an hour. The time is 3:15 what will it be 10 mins later/earlier?</p> <p>Revisit: How many days in each month Rhyme</p>	<p>Fractions, Equivalences</p> <p>To find equivalent fractions of number and discrete objects by use of visual form as a guide. With small denominators.</p> <p>Counting in 10ths</p> <p>between <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{8}</math> using strips of paper, counting in fractional steps and link this to improper fractions and mixed numbers – e.g. <math>\frac{3}{2}, 1, 1\frac{1}{2}, 2, 2\frac{1}{2}</math>, how many halves?</p> <p>Problem solving with fractions using the bar model</p>	<p>Continue with fractions and make link to measures</p> <p>Finding equivalent fractions in measure and diagrams with small denominators</p> <p>Use varying units of measure</p> <p>count up and down in tenths including into mixed numbers such as 1 and 2 tenths.</p> <p>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p>	<p>Mental calculation strategies as in Term 1,</p> <p>To use bar model to support mental methods in addition and subtraction</p> <p>picking up on any that weren't covered, linking to time differences and durations, Perimeter of rectangles and squares</p>	<p>Reinforce and rehearse written calculation methods for addition</p> <p>To use column method for addition and subtraction following progression of micro steps</p> <p>Linking to Bar charts</p>	<p>Reinforcing and rehearse written calculation methods for subtraction,</p> <p>To use column method in subtraction to find difference focus for Money</p> <p>linking to whole pound (£) money problems</p> <p>whole pound (£) money problems</p>	<p>Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>
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Target Tracker Statements	<u>Number and Place Value</u>	<u>Number and Place Value</u>	<u>Fractions</u>	<u>Fractions</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>
	<p>I can count from 0 in multiples of 4 8 50 and 100 and can find 10 or 100 more or less than a given number</p> <p>I can recognise the place value of each digit of a number</p> <p>I can compare and order numbers up to 1000</p> <p>I can read and write numbers up to 1000</p>	<p>I can compare and order numbers up to 1000</p> <p>I can read and write numbers up to 1000</p> <p>I can read and write numbers up to 1000 in words.</p> <p>I can solve number problems and word problems</p> <p><u>Measurement</u></p> <p>I can tell the time on a clock face. I can do this using roman numerals from I to XII, and I can use 12 hour or 24 hour clocks.</p> <p>I can write the time on a clock face. I can do this using roman numerals from I to XII, and I can use 12 hour or 24 hour clocks.</p>	<p>I can find and show equivalent fractions</p> <p>I can write and find fractions for a set of data and can recognise fractions with small denominators.</p> <p>I can find and use fractions of numbers</p> <p>I can compare fractions with the same denominator.</p> <p>I can compare and order fractions with the same denominator.</p> <p>I can solve fraction problems</p> <p>I can count up and down in tenths...</p>	<p>I can count up and down in tenths...</p> <p>I can find and show equivalent fractions</p> <p>I can write and find fractions for a set of data and can recognise fractions with small denominators.</p> <p>I can find and use fractions of numbers</p> <p>I can compare fractions with the same denominator.</p> <p>I can compare and order fractions with the same denominator.</p> <p>I can solve fraction problems</p> <p><u>Measures</u></p> <p>I can measure, compare add and subtract lengths,</p>	<p>I can add and subtract numbers in my head including a three digit number and ones</p> <p>I can add and subtract numbers in my head including tens</p> <p>I can add and subtract numbers in my head including hundreds</p> <p>I can solve problems including missing number problems using number facts place value and more complex addition and subtraction</p> <p>I can estimate the answer to a calculation and use this and inverse operations to check answers.</p> <p>I can estimate the answer to a calculation and use this and inverse operations to check answers.</p>	<p>I can solve problems including missing number problems using number facts place value and more complex addition and subtraction</p> <p>I can add numbers with up to three digits using formal column method.</p> <p>I can add numbers with up to three digits using formal column method</p> <p>I can estimate the answer to a calculation and use this and inverse operations to check answers.</p> <p><u>Measurement</u></p> <p>I can add and subtract money giving, change and using pounds and pence.</p>	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Multiplication and Division					Reasoning and Mastery of Geometry		
<b>Spring 2</b> <b>Times table focus 3 and 6</b>	<p><b>Vocabulary:</b>                      Multiplicand for the number you have, multiplier for the amount of times you have it and product for the total:                      multiplicand multiplied by multiplier equals product                      Dividend for the amount you have, divisor for the number of groups you are taking away and quotient for how many groups you make:                      dividend divided by divisor equals quotient</p> <p><b>Mental Arithmetic Focus</b>  <b>Multiplication</b></p> <p>Follow micro steps as a base guide from steps 4 - 6</p>					<p><b>Vocabulary:</b>                      Names of shapes; Symmetry reflectional symmetry, translational symmetry prism, angles, acute obtuse reflex straight angle, full rotation,                      Plane, viewpoint, orientation,</p> <p><b>Mental Arithmetic Focus</b>  <b>Division</b></p> <p>Follow micro steps as a base guide from steps 4 - 6</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Times table focus 3 and 6</p>	<p>Mental Calculation</p> <p>To use mental calculations As taught in term 2 in different contexts</p> <p>converting units of time e.g. 2 hours = 120 mins Also include common factors and multiples plus finding pairs of numbers that satisfy an equation with two unknowns, e.g. <math>a \times 12 = b</math>, <math>a \times b = 48</math></p>	<p>Mental Calculation</p> <p>Use mental calculation within the context of measurement</p> <p>as in term 2 in different contexts for example converting units of measure e.g. <math>3m = 300cm</math> Also include common factors and multiples plus finding pairs of numbers that satisfy an equation with two unknowns, e.g. <math>a \times 12 = b</math>, <math>a \times b = 48</math></p>	<p>Reinforce and rehearse Term 2 - Written methods for multiplication</p> <p>Using visuals to support written methods. – arrays and teach grid method Division as a check for the multiplication</p> <p>Statistics- pictograms and bar graphs with symbols and divisions with multiples of 2, 4 and 8 etc.</p>	<p>Reinforce and rehearse Term 2 Division –</p> <p>Use of formal written methods for division setting out the dividend using place value counters and Dienes how many groups of the divisor can they make out of the positional digit –see planning document</p> <p>Use of Cars division sheet. See Paul</p>	<p>Scaling up and scaling down as in term 2</p> <p>Finding Common factors and multiples Factor and multiple investigations</p> <p>Recipes fractions</p>	<p>2D and 3D shape:</p> <p>Recognising angles as a property of shape or a turn. Move onto acute, obtuse, vertical, horizontal and perpendicular lines.</p> <p>recognise: 1 right angle <math>\frac{1}{4}</math> turn of <math>90^\circ</math> 2 right angles are <math>\frac{1}{2}</math> turn of <math>180^\circ</math> and 3 are <math>\frac{3}{4}</math> turn of <math>270^\circ</math> Link to Kandinsky</p>	<p>2D and 3D shape:</p> <p>Compare, classify and draw shapes according to properties, including symmetry within simple 2d shapes and right angles</p> <p>Explore shapes in different orientations Focus on different polygons and polyhedral (3D) revisit from term 1.</p> <p>Make sure children have the understanding of what a polygon is and a polyhedra.</p> <p>Introduce parallel and perpendicular Horizontal and perpendicular</p>	<p>Assessment, reinforcement, rehearsal etc. of what has been covered so far</p>

## Central Park Medium Term Overview: Year 3

Target Tracker Statements	<u>Multiplication and Division</u> I can recall and use multiplication and division facts for the 2 4 and 8 times table  I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.  <u>Number and Place Value</u> I can recognise the place value of each digit of a number with hundreds tens and ones.  I can read and write numbers up to 1000 in numbers.  <u>Measurement</u> I can estimate and read the time to the nearest minute. I can record time in seconds minutes and hours. Use vocab such as o'clock, am pm.	<u>Multiplication and Division</u> I can recall and use multiplication and division facts for the 2 4 and 8 times table  I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.  I can solve problems, including missing numbers problems involving multiplication and division, including factors and ratio.  <u>Number and Place Value</u> I can recognise the place value of each digit of a number with hundreds tens and ones.  I can read and write numbers up to 1000 in numbers.	<u>Multiplication and Division</u> I can recall and use multiplication and division facts for the 2 4 and 8 times table  I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.  I can solve problems including missing number problems involving multiplication and division, including factors and ratio  <u>Statistics</u> I can interpret and present data using bar charts, pictograms and tables  I can solve one step and two step questions.	<u>Multiplication and Division</u> I can recall and use multiplication and division facts for the 2 4 and 8 times table  I can calculate multiplication and division problems both mentally and in writing using times tables including 2 digit numbers times one digit numbers.  I can solve problems including missing number problems involving multiplication and division, including factors and ratio	<u>Fractions</u> I can solve fraction problems  I can compare and order fractions with the same denominator  I can find and use fractions of numbers  I can count up and down in tenths, and know that tenths are made from dividing an object into 10 = parts...  <u>Multiplication</u> I can solve problems including missing number problems involving multiplication and division, including factors and ratio	<u>Properties of Shape</u> I can spot right angles. I know that two right angles make a half term., three make three quarter of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.  I can draw 2-D shapes and make 3d Shapes using modelling materials I can recognise 3D shapes in different orientations  I can recognise angles and property of shape. I know that angles are a description of a turn.	<u>Properties of Shape</u> I can spot right angles. I know that two right angles make a half term., three make three quarter of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.  I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.  I can draw 2-D shapes and make 3d Shapes using modelling materials I can recognise 3D shapes in different orientations  I can recognise angles and property of shape. I know that angles are a description of a turn.	

# Central Park Medium Term Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Number <b>Place Value</b>		Reasoning and Mastery of Number <b>Place Value</b>		Reasoning and Mastery of Addition and Subtraction			
<b>Summer 1</b> <b>Times table focus 3 and 6</b>	<p>Vocabulary:                      Multiplicative Additive fraction vinculum, denominator, numerator, equivalence                      fraction vinculum, denominator, numerator, equivalence</p> <p style="text-align: center;"><b>Mental Arithmetic Focus Addition</b></p> <p>Follow micro steps as a base guide from steps 5 -8</p>				<p>Vocabulary:                      Augend for the number you have, addend for the numbers to be added, sum for the combined amounts:                      augend add addend equals sum                      Minuend for the amount you have, subtrahend for the amount subtracted and difference for the amount left: minuend subtract subtrahend equals difference</p> <p style="text-align: center;"><b>Mental Arithmetic Focus Subtraction</b></p> <p>Follow Micro steps 6 -10 With no 0 place values</p>			

## Central Park Medium Term Overview: Year 3

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Times table focus 3 and 6</p>	<p>Consolidation of Roman Numerals to 100</p> <p><b>Comparing roman numerals. To 10 pre teach for Year 4</b></p> <p>including with <b>clocks and problem solving</b></p> <p>Research why some clocks have IIII for 4 instead of IV?</p> <p>Roman numerals challenge. Find the treasure by cracking the code. Greater than, less than, equals Represent and estimate</p> <p>Look to year 4 objectives. Solving problems where 0 is a placeholder</p>	<p>Place Value as in Term 1 and Term 3</p> <p><b>To order and compare number using all year 3 taught skills.</b></p> <p><b>Enrichment project</b> of skills taught must be in different contexts</p> <p><b>Link to measurement- practical activities with mass capacity &amp; vice versa</b> Ordering and comparing,</p>	<p>Fractions Addition and subtraction</p> <p><b>Skilling Sessions with visual and written Addition and subtraction of simple fractions with the same denominator and simple equivalent fractions including <math>\frac{1}{2}</math> and 0.5 or 10ths</b></p> <p><b>Finding equivalent amounts</b></p> <p>Ordering mixed fractions and decimals on a number-line</p>	<p>Continue fractions and links to decimals (tenths)</p> <p><b>Enrichment and problem solving using all skills taught in Year 3. Addition and subtraction of simple fractions with the same denominator and simple equivalent fractions including And decimals relating to 10ths and</b></p> <p>Focus point for decimal numbers with fractions. i.e. <math>\frac{1}{2} + 0.25</math></p> <p><b>Problem solving Time differences and durations with 12 and 24 hour time</b></p> <p><b>Revisit: How many days in each month Rhyme</b></p>	<p>Consolidation of mental calculation</p> <p><b>strategies within different contexts, including time and problem solving,</b></p> <p><b>estimation</b></p> <p>Estimating time difference in time going over a day</p>	<p>Consolidation of written method for addition within different contexts</p> <p><b>Solving problems using column method and visuals. Children to select methods for solving problems on some of the days.</b></p> <p><b>Number rounding and estimation</b></p> <p>Use of child choosing method to support the problem solving including bar modelling</p>	<p>Consolidation of written method for subtraction within different contexts</p> <p><b>Solving problems using column method for subtraction and visuals. Children to select methods for solving problems on some of the days.</b></p> <p>Link to Key Vocab; Subtrahend Minuend Difference and key subtraction vocabulary.</p> <p>Use of child choosing method to support the problem solving including bar modelling</p>	<p>Assessment, reinforcement, rehearsal etc. of what has been covered so far</p> <p><b>Please review your weeks work within this unit and address and key gaps</b></p>
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## Central Park Medium Term Overview: Year 3

Target Tracker Statements	<u>Number and Place Value</u>	Measurement	<u>Fractions</u>	<u>Fractions</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>
I can count from 0 in multiples of 4 8 50 and 100 and can find 10 or 100 more or less than a given number	I can count from 0 in multiples of 4 8 50 and 100 and can find 10 or 100 more or less than a given number	I can tell the time on a clock face. I can do this using roman numerals from I to XII, and I can use 12 hour or 24 hour clocks.	I can add fractions with the same denominator	I can count up and down in tenths, and know that tenths are made from dividing an object into 10 = parts...	I can add and subtract numbers in my head including a three digit number and ones	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction
I can recognise the place value of each digit of a number	I can recognise the place value of each digit of a number	I can write the time on a clock face. I can do this using roman numerals from I to XII, and I can use 12 hour or 24 hour clocks.	I can solve fraction problems	I can subtract fractions with the same denominator	I can add and subtract numbers in my head including tens	I can add numbers with up to three digits using formal column method.	I can subtract numbers with up to three digits using formal column method.
I can compare and order numbers up to 1000	I can compare and order numbers up to 1000	<u>Number and Place Value</u>	I can compare and order fractions with the same denominator	I can solve fraction problems	I can add and subtract numbers in my head including hundreds	I can add numbers with up to three digits using formal column method	I can subtract numbers with up to three digits using formal column method
I can read and write numbers up to 1000	I can read and write numbers up to 1000	I can solve number and word problems	I can find and use fractions of numbers	I can compare and order fractions with the same denominator	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction	I can estimate the answer to a calculation and use this and inverse operations to check answers.	I can subtract numbers with up to three digits using formal column method
Measurement	Measurement	I can compare and order numbers up to 1000	I can count up and down in tenths, and know that tenths are made from dividing an object into 10 = parts...	I can find and use fractions of numbers	I can solve problems including missing number problems using number facts place value and more complex addition and subtraction		I can estimate the answer to a calculation and use this and inverse operations to check answers.
<u>Measurement</u>	<u>Measurement</u>		I can identify equivalent fractions	I can identify equivalent fractions	I can estimate the answer to a calculation and use this and inverse operations to check answers.		
I can measure, compare add and subtract lengths volume and capacity	I can measure, compare add and subtract lengths volume and capacity				I can find and estimate numbers using objects and pictures.		

# Central Park Medium Term Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reasoning and Mastery of Multiplication and Division					Reasoning and Mastery of Geometry		
<b>Summer 2</b> <b>Times table focus 3 and 6</b>	<p><b>Vocabulary:</b>                      Multiplicand for the number you have, multiplier for the amount of times you have it and product for the total:                      multiplicand multiplied by multiplier equals product                      Dividend for the amount you have, divisor for the number of groups you are taking away and quotient for how many groups you make: dividend divided by divisor equals quotient</p> <p><b>Mental Arithmetic Focus</b>  <b>Multiplication</b></p> <p>Follow micro steps as a base guide from steps 6 - 8</p>					<p><b>Vocabulary:</b>                      Names of shapes; Symmetry reflectional symmetry, translational symmetry prism, angles, acute obtuse reflex straight angle, full rotation,                      Plane, viewpoint, orientation,</p> <p><b>Mental Arithmetic Focus</b>  <b>Division</b></p> <p>Follow micro steps as a base guide from steps 6 - 8</p>		

## Central Park Medium Term Overview: Year 3

### Summer 2 Times table focus 3 and 6

	<p>Consolidation of mental calculation strategies as Terms 2 and 4</p> <p>Use of mental calculations and recording. Use of bar model and reasoning</p> <p>Link to Perimeter and Length Capacity and mass Time and time durations</p> <p>Problem challenges for Secure</p>	<p>Consolidation of mental calculation strategies as Terms 2 and 4</p> <p>Use of mental calculations and recording. Use of bar model and reasoning</p> <p>Link to Time and time durations</p> <p>Problem challenges for Secure</p>	<p>Consolidation of written calculation</p> <p>Written calculation for grid method multiplication moving on to short multiplication for secure within context as Term 4</p> <p>Problem solving Correspondence problems in which n objects are connected to m objects</p> <p>Different context activities to make choices on chosen methods.</p> <p>How many days in each month Rhyme</p>	<p>Consolidation of written division calculation for grouping within context as Term 4 and include remainders</p> <p>Use written method for division including remainders.</p> <p>Problem solving and missing number problems</p> <p>Secure to look at year 4 objectives and use fractions for remainders.</p>	<p>Consolidation of scaling up and scaling down</p> <p>Scaling problems relating to division and multiplication</p> <p>Fractions of amounts i.e. if you had <math>\frac{1}{2}</math> a pint of milk for a recipe for two you would have 1 a <math>\frac{1}{2}</math> for 6.</p> <p>Enrichment activity or problem solving.</p>	<p>Consolidation of 2D and 3D shape including problem solving</p> <p>Describing properties with progression from term 2 and 4. shapes in different orientations</p> <p>Drawing straight lines based on rounding of decimals in cm to draw lines for squares and rectangles.</p> <p>Problem solving Could look at shapes linked together What would you call this shape based on its properties?</p>	<p>Consolidation of 2D and 3D shape including problem solving</p> <p>Describing properties with progression from term 2 and 4. shapes in different orientations</p> <p>Symmetry of polygons and polyhedral in mathematical and real life contexts.</p> <p>Look at shapes within 3d shapes. How many acute angles do you see in this shape? How many right angles what is the total angles within this shape? Focus 2D</p>	<p>Assessment, reinforcement, rehearsal etc. of what has been covered so far</p> <p>Please review your weeks work within this unit and address and key gaps</p>
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