**Federation of Yatton Schools : Year 3 Medium Term Planning Autumn 1**

| Date | Area of Study | Curriculum Objective | Non-Statutory Guidance | What will core learning look like? |
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| | Reading, writing and ordering two- and three-digit numbers | ● To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br>● To compare and order numbers up to 1000.<br>● To read and write numbers up to 1000 in numerals and in words. | Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16). Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000. | |
| | Counting and estimating | ● To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number.<br>● To identify, represent and estimate numbers using different representations. | | |
| | Number facts to 20 and to 100<br><br>Addition and Subtraction of 1 and 2-digit numbers | ● To add and subtract numbers mentally, including:<br>   • a three-digit number and ones<br>   • a three-digit number and tens<br>   • a three-digit number and hundreds.<br>● To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.<br>Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see Mathematics Appendix 1). See Federation of Yatton Schools Calculations Policy. | |
| | Multiplication and division | ● To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br>● To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br>● To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* | Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.<br>Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) and multiplication and division facts (for example, using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts (for example, 30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3). | |

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| | | objects are connected to *m* objects. | Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.<br>Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children). | |
| | Measuring using mm, cm and metres | • To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).<br>• To measure the perimeter of simple 2D shapes | Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).<br>The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication. | |
| | Recognising, describing and making 2D and 3D shapes | • To draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy.<br>• To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines. | Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle. Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts. | |
| To assess the half-term's work | | | | |