# BARNSTON PRIMARY SCHOOL MEDIUM TERM PLANNING AUTUMN

**SUBJECT:** Mathematics            **YEAR GROUP:** Year 3            **YEAR IN CYCLE: Yearly**

| | NATIONAL CURRICULUM | ADDITIONAL SCHOOL CURRICULUM |
|---|---|---|
| **Autumn** | **Number and Place Value**<br><br>• Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).<br>• Compare and order numbers up to 1000.<br>• Read and write numbers up to 1000 in numerals and in words.<br>• Solve number problems and practical problems involving these ideas.<br><br>**Addition and Subtraction**<br><br>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.<br>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.<br><br>**Multiplication and Division**<br><br>• 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><br>**Measurement**<br>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.<br>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour.<br>• 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.<br>• Know the number of seconds in a minute and the number of days in each month, year and leap year.<br>• Pupils use both analogue and digital 12-hour clocks and record their times. | Telling the time throughout the day: when does school start/end, when does lunch start/end. |

|  | **Geometry**<br><br>- Draw 2-D shapes.<br>- Identify pairs of parallel lines.<br>- Identify right angles.<br><br>**Fractions**<br><br>- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br>- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br>- Pupils understand the relation between unit fractions as operators (fractions of), and division by integers.<br>- They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. | Symmetry (Non-statutory) |
|---|---|---|
|  | **ENTERPRISE** | **SOCIAL, SPIRITUAL, MORAL & CULTURAL** |
| **SCHOOL DRIVERS** | - Mental Maths test every other week to improve mental capability to solve problems quickly.<br>- Opportunities for children to solve problems that arise through their learning.<br>- Remind children that mistakes are OK. | Children to become team players and allow collaborative sharing of ideas and resources.<br>Children to take responsibility of their own learning.<br>Children to work effectively on their own, but at times are able to work as part of a team.<br>Children to become aware of their own desire to become more independent. |