



## LaceyField Mastery Medium Term Plan - Year 3



'Effective mastery curricula in mathematics are designed in relatively small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.' (NCETM, 2014)

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>
<u>Autumn</u>	Number: place value	Number: place value	Number: place value	Number: Addition and subtraction	Number: Addition and subtraction	Number: Addition and subtraction	Number: Addition and subtraction	Number: Addition and subtraction	Number: Multiplication and division	Number: Multiplication and division	Number: Multiplication and division	Consolidation
<u>Spring</u>	Number: Multiplication and division	Number: Multiplication and division	Number: Multiplication and division	Measure: Money	Measure: Money	Measure: Perimeter and length	Measure: Perimeter and length	Number: Fractions	Number: Fractions	Number: Fractions	Number: Fractions	Consolidation
<u>Summer</u>	Number: Fractions	Number: Fractions	Measure: Time	Measure: Time	Geometry: Properties of shape	Geometry: Properties of shape	Measure: Mass and Capacity	Measure: Mass and Capacity	Number: Addition and subtraction - link to mass and capacity	Number: Multiplication and division	Number: Fractions	Consolidation

- All statistics objectives are taught in an afternoon as part of the project.
- Each unit has longer in order to go into greater depth. However, there is still enough time to revisit addition, subtraction, multiplication, division and fractions in summer term. Therefore, children are still receiving the cyclical approach.
- Follow whiterose small steps for each unit.
- Ready to progress document is used to inform planning
- In the summer term when you revisit, recap as necessary, build on previous skills, deepen knowledge
- Use NCETM spines, whiterose, I see reasoning, Classroom Secrets for resources/powerpoints
- Time is drip fed throughout the year, as well as teaching the unit block

- Quick maths is constantly used to revisit areas
- Bespoke plans have been adapted to support *COVID* recovery

Strand one - Number				Strand 2 - Measure	Strand 3 - Geometry		Strand 4 - Statistics
Number and place value objectives	Addition/ subtraction objectives	Multiplication / division objectives	Fractions	Measurement objectives	Properties of shapes objectives	Position and direction objectives	Statistics objectives
<p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>compare and order numbers up to 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas.</p>	<p>add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems,</p>	<p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>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</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</p>	<p>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</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>measure the perimeter of simple 2-D shapes</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>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</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>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</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	N/A	<p>interpret and present data using bar charts, pictograms and tables</p> <p>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.</p>