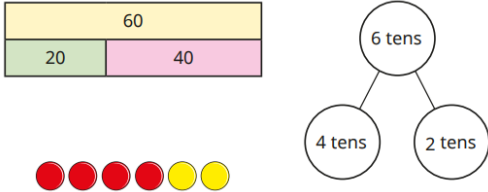


Medium term Plan for Autumn Term Year 3 – Beecroft Primary School

Week	Main focus of teaching and activities each day	Starter	Outcomes and plenary for each day
1	<p>Mental skills for week:</p> <ul style="list-style-type: none"> partition into tens and units then recombine; – add three or four small numbers by putting the largest number first and/or by finding pairs totalling 9, 10 or 11; (starting with two-three numbers) find a small difference by counting up from the smaller to the larger number; <p>Vocabulary for week: Addition and subtraction Addition/Subtraction: Mentally, addition, add, addition, more, plus, increase, sum, total, altogether, score, double, near double, how many more to make...? subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over? difference between. Estimate, rounding.</p> <p>addition/subtraction Day 1: revise the words used for addition and subtraction- what happens to the answer (increase or decrease)? rehearse simple 2 digit +/- one digit. How can we do this?- mentally? Target p12</p> <p>Day 2: adding and subtracting tens- onus on which number is being changed? target p13</p>	<p>Day 1: Mental maths, no. bonds, times tables,facts & vocab Number fans –place value- greatest number with digit 3 and 7, lowest number with digits 2 and 9 etc.</p> <p>Day 2: Mental maths, no. bonds, times tables,facts & vocab place value- using numbers with 100s and 10s venn for greater than/less than</p> <p>Day 3: Mental maths, no. bonds, times tables,facts & vocab revise 2x 5x 10x tables- in pairs</p>	<p>Day 1: Which is the odd one out?</p> <p>Which is the odd one out?</p>  <p>Day 2: Spot the mistake. Explain your answer – RUCSAC.</p>



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	<p>Day 3: adding and subtracting 100s- thinking of place value. Done practically for bottom 20%-p14</p>		<div data-bbox="1509 229 1749 320"> </div> <div data-bbox="1518 347 1740 485"> <table border="1"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>100 100</td> <td>10 10</td> <td>1 1</td> </tr> <tr> <td>100 100</td> <td>10 10</td> <td>1 1</td> </tr> <tr> <td>100</td> <td></td> <td>1 1</td> </tr> </tbody> </table> </div> <p data-bbox="1509 528 1693 544">What mistake has Tiny made?</p> <p data-bbox="1509 555 1680 571">What is the correct answer?</p> <p data-bbox="1496 678 1939 710">Day 3: Fill in the missing numbers.</p> <p data-bbox="1496 756 1682 788">430 - _0 = 400</p> <p data-bbox="1496 798 1688 829">522 - 2_ = 512</p> <p data-bbox="1496 839 1682 871">401 - _0 = 321</p> <p data-bbox="1496 880 1688 912">321 - 1_ = 311</p> <p data-bbox="1496 922 1682 954">350 - _0 = 300</p>	H	T	O	100 100	10 10	1 1	100 100	10 10	1 1	100		1 1
H	T	O													
100 100	10 10	1 1													
100 100	10 10	1 1													
100		1 1													
2	<p data-bbox="322 994 629 1026">Mental skills for week:</p> <ul data-bbox="371 1034 1951 1270" style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication table using number fans/digit cards Use doubling to connect 2 and 10 times tables. Develop efficient mental methods using commutativity Derive related multiplication and division facts Include missing number statements. Use symbols to stand for unknown numbers to complete equations using inverse operations <p data-bbox="416 1278 546 1305">□ x 5 = 20</p> <p data-bbox="707 1278 837 1305">3 x □ = 30</p> <p data-bbox="994 1278 1124 1305">□ x □ = 50</p> <ul data-bbox="371 1318 1711 1390" style="list-style-type: none"> Pupils should be taught to recall and use division facts for the 2, 5 and 10 multiplication tables. Pupils continue to practise their mental recall of multiplication tables... in order to improve fluency. 														

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<p>Vocabulary for week: Addition and subtraction Addition/Subtraction: Mentally, addition, add, addition, more, plus, increase, sum, total, altogether, score, double, near double, how many more to make...? subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over? difference between. Estimate, rounding.</p>		
<p>addition/subtraction Day 1: column addition and subtraction- no exchanging. Progress to column addition with exchanging P24-25 Day 2: Column subtraction. Start with no exchanging and progress to-with exchanging. Using 3 digits p 26-27 Target Day 3: column subtraction in books- with exchanging p 26-27 Day 4: adding 1s across a ten. Practise partitioning 1 digit numbers in various ways- LA to use dienes/cubes. $86+9=$ Can we partition the 9 to make it easier when adding?</p>	<p>Day 1: Mental maths, no. bonds, times tables,facts & vocab +/- multiples of 10 on number square (jumps) progress to 100s. Day 2: LONGER MENTAL SKILLS SESSION Mental maths, no. bonds, times tables,facts & vocab 2, 5, 10 xtable venn diagram- using 100 square for LA Day 3: Mental maths, no. bonds, times tables,facts & vocab place value partitioning practice- part whole models. Day 4: Mental maths, no. bonds, times tables,facts & vocab Partitioning 10s and 100s numbers in various ways.</p>	<p>Day 1: Word problem. RUCSAC. Jack has 521 pencils. Jack finds 139 more. How many does he have? Key words. Chloe has 398 rulers. She loses 123. How many does she have? Day 2: Mr Hancox’s Shop. £1.20 rulers £5.90 books £2.75 fountain pen £13.00 top £20.00 jumper How much for a fountain pen and a book?</p>

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	<p>Progress to adding 10s across 100</p>		<p>How much for a ruler and a top? etc.</p> <p>Day 3: True/False statement. Conversations – why? RUCSAC.</p> <p>Is the statement true or false? </p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In this calculation, there will be no tens in the answer, because there are no tens in the numbers being added together.</p> </div> <table border="1" style="margin: 10px 0;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td>3</td><td>0</td><td>5</td></tr> <tr><td></td><td></td><td>+</td><td>6</td><td>0</td><td>7</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Explain your answer. </p> <p>Day 4: Explain the mistake. RUCSAC – reasoning.</p> <p>Tiny is working out $325 + 417$</p> <table border="1" style="margin: 10px 0;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td>3</td><td>2</td><td>5</td></tr> <tr><td></td><td></td><td>+</td><td>4</td><td>1</td><td>7</td></tr> <tr><td></td><td></td><td></td><td>7</td><td>3</td><td>12</td></tr> </table> <p>Explain Tiny's mistake. What is the correct answer?</p>								H	T	O			3	0	5			+	6	0	7																				H	T	O			3	2	5			+	4	1	7				7	3	12
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3	<p>Mental skills for week:</p> <ul style="list-style-type: none"> • Odd and even numbers • Count from 0 in multiples of 4, 8, 50 and 100 																																																														

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- Read and write numbers up to 1000 in numerals and in words
- 2x 4x 5x 10x tables
- Doubling and doubling again = 4x table
- Know the number of days in each month, year and leap year

Vocabulary for week:

PLACE VALUE: Units, ones, tens, hundreds, thousands, digit, one-, two-, three-digit number, place, place value, stands for, represents, the same number as, as many as, equal to, >, greater than, more than, larger than, bigger than, <, less than, fewer than, smaller than, \geq , greater than or equal to, \leq , less than or equal to, greatest, most, largest, biggest, least, fewest, smallest
one... ten... one hundred... one thousand more/less, compare, order, size, ascending/descending order

Place value

Day 1: Exploring 100s- showing 100 block=100 but so does 10 10s. representing numbers to 1000 using dienes. Pair work- how many 10s? hundreds?- recognise the value of each digit in numbers. Show with dienes representation, expanded form Target p6

Day 2: partitioning using flexible partitioning using part-whole models with numbers up to 1000. LA to use dienes. Simple-

Day 1: Mental maths, no. bonds, times tables, facts & vocab counting in pairs- in 2s 5s 10s, 50s, 100s,

Day 2: Mental maths, no. bonds, times tables, facts & vocab counting in pairs in 4s and 8s- completed on 100 square splat

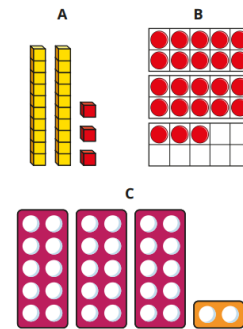
Day 3: Mental maths, no. bonds, times tables, facts & vocab making numbers using dienes in two different ways.

Day 4- Mental maths, no. bonds, times tables, facts & vocab using the digit cards to make 2 digit numbers reminding children we can only use a car once in one number.

Addition and subtraction

Day 1: Dienes. Which does not show 100?

Which picture does **not** show 23?





How do you know?



Day 2:

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	<p>partitioning the 100s in various ways. $263 = 200 + 60 + 3$ $263 = 100 + 160 + 3$</p> <p>Day 3: LONGER mental maths questions with digit cards. making numbers using the place value chart and place value counters. -ordering numbers to 1000 Using three digit cards can we make 5 different 3-digit numbers. Ordering from biggest to smallest, Ordering from smallest to biggest.</p> <p>Day 4: number lines- intervals, worth. Practise working out the intervals to be able to find the missing numbers to 1000</p>		<p>Who has made the number 3157</p>  <p>Dora</p>  <p>Mo</p> <p>Explain how you know.</p> <p>Who has made the correct number? This could be done with the children on one table around the teacher. Explain the answers to a partner.</p> <p>Day 3: Missing number ordering.</p> <p>431, 478, ____, 531, 589, ____</p> <p>231, ____, 298, 354, ____, 459</p> <p>Day 4: Number lines at different points</p> <p>Day 5: Part whole models...</p>
4	<p>Mental skills for week: Add numbers mentally including: a three digit number and ones a three digit number and tens a three digit number and hundreds</p>		

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<p>Partition all numbers and recombine, start with TU + TU then HTU + TU</p> <p>Subtract numbers mentally, including: a three digit number and ones a three digit number and tens a three digit number and hundreds.</p> <p>Use a number line, dienes, hundred squares, two hundred squares, and similar representations, to support mental calculations.</p>		
<p>Vocabulary for week: Addition/Subtraction: Mentally, addition, add, addition, more, plus, increase, sum, total, altogether, score, double, near double, how many more to make...? subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over? difference between. MONEY coin, note, price, cost, spend, spent, pay, change, dear, costs more, more/most expensive, cheap, costs less, cheaper, less/least expensive, how much...? how many...? total, amount, value, worth, discount, profit, loss, currency.</p>		
<p>Addition and subtraction Day 1: Mrs Carter/Mr Hancox's shop. Column addition to find the total price- £ and p. Insistence on decimal points lining up like shirt buttons.</p> <p>Day 2: Continue from day 1. Column subtraction- finding the change after buying an item.</p>	<p>Day 1: adding /subtracting numbers ending in 9. +/- 10 and adjust with 1. Practise doing this mentally wit large number square. Chn to use 100 sq</p> <p>Day 2: LONGER MENTAL SKILLS SESSION Mental maths, no. bonds, times tables, facts & vocab ordering money that using £ and p. Making sure we use our place value knowledge.</p> <p>Day 3: 4x tables in pairs. Chanting in pairs.</p> <p>Day 4: 3 x tables in pairs. Chanting in pairs. Complete the venn for 3x and 4x</p>	<p>Addition and Subtraction Day 1: Teacher feedback</p> <p>Day 2: Word problems using RUCSAC. Emphasis on the vocabulary – underline. As a class.</p> <p>Day 3: Go through a 3-step problem as a class. Talk through and show. Repeat.</p> <p>Day 4: Continue as day 3.</p>

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	<p>Day 3: longer reasoning session Using number lines to find the difference. 2 step- find the total first (column) then number line to count up to find the difference</p> <p>Day 4: continuing from day 3 Half-termly times table check up</p>		
5	<p>Mental skills for week: Add numbers mentally including: a three digit number and ones a three digit number and tens a three digit number and hundreds</p> <p>Partition all numbers and recombine, start with TU + TU then HTU + TU</p> <p>Subtract numbers mentally, including: a three digit number and ones a three digit number and tens a three digit number and hundreds.</p> <p>Use a number line, dienes, hundred squares, two hundred squares, and similar representations, to support mental calculations.</p>		
	<p>Vocabulary for week:</p>		

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	<p>Addition/Subtraction: Mentally, addition, add, addition, more, plus, increase, sum, total, altogether, score, double, near double, how many more to make...? subtract, subtraction, take (away), minus, decrease, leave, how many are left/left over? difference between.</p> <p>Estimate, rounding.</p> <p>MONEY coin, note, price, cost, spend, spent, pay, change, dear, costs more, more/most expensive, cheap, costs less, cheaper, less/least expensive, how much...? how many...? total, amount, value, worth, discount, profit, loss, currency.</p>		
	<p>Estimating and rounding</p> <p>Day 1: introducing our strategy- look at the correct place value, <i>5-9 climb the vine, 1-4 stay on the floor.</i> Rounding 2 digit and 3 digit numbers to the nearest 10/100</p> <p>Day 2: arithmetic test using rounding knowledge to estimate on a number line</p> <p>Day 3: longer reasoning session estimating answers to + and – but using rounding. reasoning using estimating and rounding Estimate the answer to 482-194</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>482 is close to 500 194 is close to 200 500 – 200 = 300</p> </div> <p>Day 4: reasoning test</p>	<p>Day 1: Children work in pairs to shuffle a pack of 20 cards consisting of 2 of each number 0 to 9. One child turns over the top 2 cards. The first child to say the total wins them. Continue until there are no cards left. Who won most? Repeat.</p> <p>Day 2: Round 3-digit numbers to nearest 10 and 100 Use a random number generator such as at https://www.google.com/search?q=random+number to generate numbers between 100 and 1000. Children work in pairs, one to round the number to the nearest 100 and the other to the nearest 10, holding up the answers on their whiteboards. Give 0 to 1000 landmarked lines (<i>see below</i>) to any children who need some visual support for rounding to the nearest 100.</p> <p>Day 3: Round amounts of money to the nearest pound (<i>pre-requisite skills</i>) Children each draw a £1s, 10ps and 1ps place value grid. They shuffle a pack of 1–9 cards, take 3 and place in the grid. They round the amount of money to the nearest pound. Repeat. How many can they create and round in 5 minutes?</p> <p>Day 4: Subtract single-digit numbers</p>	<p>Day 1: Rounding 4-digit numbers. Is the same process? Discuss.</p> <p>Day 2: Estimating 3-digit addition and subtraction problems.</p> <p>Day 3: Estimating 4-digit addition and subtraction problems using the same process.</p> <p>Day 4: Continue as the lesson.</p> <p>Day 5: Continue as the lesson.</p>

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		<p>Children play in a group. The first person rolls a 0 to 9 dice and subtracts the number rolled from 100. The next person rolls the dice and subtracts the number from the previous answer. The first</p> <p>Day 1: Mental addition – using hundreds board for support.</p> <p>Day 2: Number fans – timestables (2, 4, 5, 10)</p> <p>Day 3: Dice roll – subtraction. 2 digit – 1 digit.</p> <p>Day 4: Arithmetic style questions on addition and subtraction.</p>	
6	<p>Mental skills for week:</p> <p>Add numbers mentally including:</p> <ul style="list-style-type: none"> a three digit number and ones a three digit number and tens a three digit number and hundreds <p>Partition all numbers and recombine, start with TU + TU then HTU + TU</p> <p>Subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three digit number and ones a three digit number and tens a three digit number and hundreds. <p>Use a number line, dienes, hundred squares, two hundred squares, and similar representations, to support mental calculations.</p>		

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	<p><u>Addition and Subtraction- Inverse operations</u> Day 1: missing number questions- strategy to solve. Day 2: Using the inverse to check if correct. What number sentence would we need? Can we complete this? Are the answers the same Day 3: Rising stars arithmetic number families- Using the correct operation to complete the family. Can we write all number sentences to complete the number family? Represent in other ways: part whole model, number family triangle, Day 4: reasoning using inverse operations</p>	<p>Day 1: Mental addition – using hundreds board for support. Day 2: LONGER MENTAL SKILLS SESSION Mental maths, no. bonds, times tables, facts & vocab Number fans – timestables (2, 4, 5, 10) Day 3: Arithmetic style questions on addition and subtraction. Day 4: Mrs Carter’s/ Mr Hancox’s shop- rounding prices to the nearest 50p/£1</p>	<p>Day 1: Word problems as of the Autumn Reasoning. q.19 and 20. Day 2: part-whole model to show working out and different ways to represent. Day 3: Represent as bar models. Is it the same process? Day 4: Continue as the lesson with reasoning. Day 5: Continue as the lesson with problem solving.</p>

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	problem solving: completing 2 step problems and checking the answer using inverse ops		
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