



Mathematics Medium Term Plan

Year 3 Autumn Term Unit 1 Place Value

Focus: Number/Place Value

Time: 3 weeks

Times Tables 3NF-2

3x table – recall multiples, missing numbers, division, fractions

Count in 4s

R2P: Check NPV-1, Check 2NPV-1, Check 2NPV-2, 3NPV-1, 3NPV-2, 3NPV-3, 3NPV-4

Can divide 100 into 2,4,5 and 10 equal parts and read scales and number lines

NC

Identify, represent and estimate numbers using different representations

Find 10 or 100 more/less than a given number

Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).

Compare and order numbers up to 1000.

Read and write numbers to at least 1000 in numerals and words.

Solve number problems and practical problems using these ideas.

Count from 0 in multiples of 4,8,50 and 100.

Concept Sequence (Italics – essential pre-steps)

Represent Numbers to 100 – consolidate. Use manipulatives/jottings.

Partition numbers to 100 – part-whole models, words and number sentences. Flexible partitioning.

Number line to 100 – not always start from zero. Lines with different increments.

Hundreds – show that 10 tens make one hundred and 100 ones make one hundred. Count objects and numbers. Base 10.

Represent numbers to 1000 – use base ten and zeros in different columns.

Partition numbers to 1000 - Hundreds, Tens and Ones – use base 10, numerals and place value grid. Write in expanded form. Know value of each digit.

Flexible partitioning numbers to 1000 – base 10, part-whole models. Partition in 2,3,4,5 parts. This supports exchange in later units.

Hundreds, Tens and Ones – introduce place value counters.

Find 1/10/100 more/less – work in a variety of ways – numerals, words and manipulatives.

Number Line to 1000 – not estimation. Work out and write numbers. Show with/without start/end numbers and numbers already shown.

Estimate Numbers on a number line to 1000 – different intervals.

Compare numbers to 1000 – use number lines and place value charts.

Order numbers to 1000 - starting with smallest/greatest. Explain reasoning. Use base 10 to make decisions. Introduce ascending/descending.

Count in 50s – forwards/backwards from any multiple. Link to 5x table. Use tracks/lines and use context of measures and money.

Existing Vocabulary

Number, numeral

Zero, One, two, three....one thousand.

None

How many...?

Count, count to/up to, count on, count on from, count on to, count back, count back from, count back to

Forwards/Backwards

Count in ones, twos, fives, tens, threes...

Equal to, Equivalent to

Is the same as

More, less, Most, least, many, tally

Multiple of

Sequence, continue, predict, Odd, even

Few, pattern, pair, rule

Ones, tens, hundreds, digit

One/two/three-digit number

Place, place value, Stands for, represents exchange

The same number as, as many as

More, larger, bigger, greater

Greater than/less than

Fewer, smaller, less, fewest, smallest, least

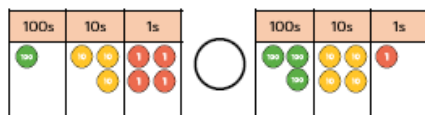
Most, biggest, largest, greatest

One more/less, Ten more/less

Compare, size, order

First, second....

Last, last but one, next, between, half-way between, above, below



New Vocabulary

One hundred more/less

Relationship, Count in fifties, fours

Factor of

Resources

Objects, counters, straws, base 10, place value counters, place value grids, Number Lines, Counting stick Gordons Maths Games, Mathletics, TTRockstars
BBC Super Movers
<https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q>

Planning Links

Maths No Problem/Aspire Maths

White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Y3%20Autumn%20Block%201%20SOL%20Place%20value.pdf>

NCETM: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/number-addition-and-subtraction/>

Which image is the odd one out?



539	540	541	542	543	544
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