



Year 3 Maths MTP- Autumn 1								
Week 1-3				Week 4 -8				
Place value				Addition and subtraction				
Times tables (Fast facts)	1 x 2 = 2 2 x 2 = 4	3 x 2 = 6 4 x 2 = 8	5 x 2 = 10 6 x 2 = 12	7 x 2 = 14 8 x 2 = 16	9 x 2 = 18 10 x 2 = 20	11 x 2 = 22 12 x 2 = 24		
Year 3 WR Steps coverage	M-Training day T- Step 1 Represent numbers to 100 W-Step 2 Partition numbers to 100 T-Step 3 Number line to 100 F-Step 4 Hundreds Arithmetic Q1 & Q18 covered during step 1 – represent numbers to 100 (Tuesday) & Q10 covered during step 1 & 5	M-Step 5 Represent numbers to 1000 T-Step 6 Partition numbers to 1000 W-Step 7 Flexible partitioning of numbers to 1000 T-Step 8 H, T & O F- Step 9 Find 1, 10 or 100 more or less Arithmetic Q14 Value of digits in a 3d number covered during steps 5, 6, & 8	M-Step 10 Number line to 1000 T-Step 11 Estimate on a number line to 1000 W-Step 12 Compare numbers to 1000 T-Step 13 Order numbers to 1000 F-Step 14 Count in 50s Arithmetic Q5 order numbers to 1000 covered during step 13	M-Step 1 Apply number bonds within 10 T-Step 2 Add and subtract 1s W-Step 3 Add and subtract 10s T-Step 4 Add and subtract 100s F-Step 5 Spot the pattern Arithmetic Q2 3-digit number +, 1, 10, 100 & Q4 +100 covered during steps 2, 3 & 4 (Tues, Wed, Thursday) & Q9 3 digit number + 30 Q21 Add and subtract 10s and 100s covered by steps 3 & 4	M-Step 6 Add 1s across a 10 T-Step 7 Add 10s across a 100 W-Step 8 Subtract 1s across a 10 T-Step 9 Subtract 10s across 100 F-Step 10 Make connections Arithmetic Q15 Add 3 1d numbers Q11 3d Multiples of 10 – 2 and 3d multiples of 10 covered during step 8	M-Step 11 Add 2 numbers (no exchange) T-Step 12 Subtract 2 numbers (no exchange) W-Step 13 Add two numbers (across a 10) T-Step 14 Add two numbers (across a 100) F-Step 15 Subtract two numbers (across a 10) Arithmetic Q3 half of 12 – covered during week’s fast facts Q19 Subtract 2 numbers no exchange	M- Step 16 Subtract 2 numbers (across a 100) T-Step 17 Add 2- and 3-digit numbers W-Step 18 Subtract a 2-digit from a 3-digit T-Step 19 Complements to 100 F-Arithmetic focus Q24 Complements to 100 using jigsaw numbers and Q22 adding non-unit fractions Arithmetic Q 13 Add 2 numbers crossing tens and	M- step 20 Estimate answers T- Step 21 Inverse operations W- Column addition and subtraction to support step 22 lesson T- Step 22 Make decisions F-Arithmetic/ End of block assessment

						<p>Q6 Add 2 numbers across a 10 covered during step 13</p> <p>Q17 Add 2 3d numbers crossing hundreds</p>	<p>hundreds and Q27 subtract 2 numbers covered by steps 16 & 17</p>	
<p>SEN objective s (adapted learning)</p>	<p>M-Training day T-Pre-learning – represent numbers to 20 Main lesson use base 10, straws/pencils in bundles of 10 and 1 W- Pre-learning partition numbers to 20 & use of manipulatives to represent the problems (base 10, straws) and part whole models Q6: Edit question so the last image goes in a pattern 1 ten + 3 tens and 5 ones. Q7: Edit q so Aisha has three digit cards. (6, 7, 0) base ten, straws (bundles and 1s) T- Pre-learning: counting in 2s, 5s, 10s Number line to 20, 50 100 with multiples of 2, 5 and 10 provided F-Pre-learning counting in 100s Hundreds</p>	<p>M-Adapted representing numbers to 1000 T-Adapted Partition numbers to 1000 W-Pre-learning: Flexible partitioning of numbers to 100 then 1000 T-H, T, O F-Find, 1, 10 or 100 more or less</p>	<p>M- Adapted number lines – 10s on the number line to 100 T- Adapted number lines 10s and 1s on the number line to 100 W-Use comparing numbers visual -chd write on the numbers with wboard pens 1st T- Pre-learning -Order numbers to 100, then 1000 F-Pre -learning Count in 5s & 50s Provide visuals of multiples of 50</p>	<p>Concrete manipulatives used to support</p> <p>M-Base 10 and place value grids T-Base 10 and place values grids W-Base 10 and place value grids T-Base ten and place value grids F- Base 10 and place value grids, part whole models provided</p>	<p>M-Adapted number lines provided to support with counting on T-pre-learning – counting in multiples of 10 and provide visuals of number tracks with 3d multiples of 10 W-Adapted number lines provided T-pre learning- counting in back in 10s, completed number lines provided to support chd with work in books F-Base 10 provided</p>	<p>Pre-learning sessions column method Monday (focus on +) & Thursday (focus on -) registration-</p> <p>M-column method grid provided on stickers for those questions without a grid in workbook T- column method grid provided on stickers for those questions without a grid in workbook W- column method grid provided on stickers for those questions without a grid in workbook F- column method grid provided on stickers for those questions without a grid in workbook</p>	<p>M-omit Q4, provided column method grid on sticker for Q5 T-Q3 adapt by setting out column method for children Q4 provide column method frame sticker, omit Q6-8 W-adapt q3 -6 by setting out column method in workbooks T-Use rekenrek during input and fluency session F- use rekenrek to support</p>	<p>M -Visual rounding numbers up/down tool T- Fact family grid on stickers provided as a support W & T-Column method grids F-assessment</p>
<p>EHCP objective</p>	<p>T-Revisit PK2 Say the number names to 5 in the correct order e.g.</p>	<p>PK3 Represent numbers to 5</p>	<p>PK3 Represent numbers to 10</p>	<p>PK 3 Identify how many objects there are in</p>	<p>PK3 Recognise smaller groups on sight (and match number</p>	<p>PK3 Demonstrate an understanding that the last</p>	<p>PK3 Use real-life materials (e.g. apples/crayons)</p>	<p>PK2 revisit Copy and continue simple</p>

<p>Marshall-James</p>	<p>in a song or by joining in with a teacher W-Demonstrate an understanding of numbers to 5 by putting together the right number of objects when asked T-identify the big or small object from a selection of 2</p>			<p>a group of up to 5, then 10 objects</p>	<p>card/say number) and count the larger group up to 10</p>	<p>number counted represents the total number of the count</p>	<p>to add and subtract 1 from a group of objects and indicate how many are now present</p>	<p>patterns using real life materials (e.g. apple, pear, apple, pear, ... PK3 Progress to more advanced patterns such as apple, apple, orange, orange, apple, apple, orange, orange, ...</p>
<p>National curriculum coverage</p>	<p>identify, represent and estimate numbers using different representations recognise the place value of each digit in a three-digit number (hundreds, tens, ones) count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number read and write numbers up to 1000 in numerals and in words compare and order numbers up to 1000 solve number problems and practical problems involving these ideas</p>			<p>add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>				

Year 3 Maths MTP- Autumn 2

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Week 9-12				Week 13-15			
Multiplication and division A				Arithmetic & Assessment	Multiplication and Division B		
8 times tables (8 fact facts)	1 x 5 = 5 2 x 5 = 10	3 x 5 = 15 4 x 5 = 20	5 x 5 = 25 6 x 5 = 30	7 x 5 = 35 8 x 5 = 40	9 x 5 = 45 10 x 5 = 50	11 x 5 = 55 12 x 5 = 60	7 x 5 = 35 9 x 5 = 45
Year 3 NR Steps coverage	M-Step 1 Multiplication (equal groups) T-Step 2 Use arrays W-Step 3 Multiples of 2 T-Step 4 Multiplies of 5 & 10 F-Step 5 Sharing and grouping Arithmetic Revisit Q2 & 8 multiples of 2, 5 and 3 during steps 3 & 4 (Wed & Thurs)	M & T- Step 6 Multiply by 3 W & T-Step 7 Divide by 3 F-Step 8 The 3-times table Arithmetic Q16 divide by 3 covered during step 7 (Tue)	M & T – Step 9 Multiply by 4 W & T – Step 10 Divide by 4 F – Step 11 The 4 times table Arithmetic Q28 covered by step 10 (Thurs)	M & T-Step 12 Multiply by 8 W & T-Step 13 Divide by 8 F-Step 14 The 8 times table Arithmetic Q8 Multiples of 8 number pattern & Q12 divide by 8	M-Step 15 The 2, 4 & 8 times tables T-Addition & subtraction using column method W-Arithmetic NFER test T- Reasoning & Problem-solving NFER assessment paper 1 F-Reasoning & Problem-solving NFER assessment paper 2	M-Step 1 Multiples of 10 T-Step 2 Related calculations W-Step 3 Reasoning about multiplication T-Step 4 Multiply a 2d number by a 1d number - no exchange F- Step 5 Multiply a 2d number by a 1d number - with exchange Arithmetic Q26 covered by step 4 (Thurs) 1d x 2d no exchange & Q30 1d x 2d with exchange covered by step 5 (fri)	M-Step 5 Multiply a 2d number by a 1d number - with exchange T- Step 6 Link multiplication and division W-Step 7 Divide a 2d number by a 1d number - no exchange T & F- Step 8 Divide a 2d number by a 1d number -flexible partitioning Arithmetic Q25 covered by step 7 (Wed) 2d ÷ 1d no exchange
SEN Objectives (adapted learning)	M – Understand 14,15 and 16 T – Understand 17, 18 and 19	M – use a number line to 20 T – estimate on a number line to 20	M – add ones using number bonds T – find and make number bonds to 20	M - subtraction – counting back T – subtraction – finding the difference	M - 20, 30 40 an 50 T – count by making groups of tens	M – estimate on a number line to 50 T – 1 more, 1 less	M – Heavier and lighter T – measure mass W – compare mass

	W – Understand 20 T – 1 more and 1 less F – the number line to 20	W – compare numbers to 20 T – order numbers to 20 F – add by counting on within 20	W - doubles T – near doubles F – subtract ones using number bonds	W – related facts T – missing number problems F – count from 20 to 50	W – groups of tens and ones T – partition into tens and ones F – the number line to 50	W – compare lengths and heights T – measure length using objects F – measure length in centimetres	T – full and empty F – compare volume
EHCP Objectives	PK4 Read and write numerals from 0-9	PK4 Represent numerals 0-9 using real life materials	PK4 Represent numbers using cubes, counters, numicon and base ten		PK4 Order numbers 0-9 (number cards with representation on it)	PK4 Demonstrate an understanding of the mathematical symbols of +, - and =	PK4 Number bonds up to 5
Mathematical Curriculum Coverage		recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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				recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m object	