	Year 3 Maths MTP- Spring 1					
	Week 1	**Weeks 2, 3 & 4**			**Week 4, 5 & 6**	
	Multiplication and Division	**Length and Perimeter (2.5 weeks)**			**Fractions A (2. 5 weeks)**	
Times tables (Fast facts)	1 x 10 =10 2 x 10 =20	3 x 10 = 30 4 x 10 = 40	5 x 10 = 50 6 x 10 = 60	7 x 10= 70 8 x 10 = 80	9 x 10 = 90 10 x 10 = 100	11 x 10 = 110 12 x 10 = 120
Year 3 WR Steps coverage	M-Training day T-Step 7 – Divide a 2d number by a 1d number -no exchange W- Step 9 Divide a 2d number by a 1d number -with remainders T – Step 10 Scaling F-Step 11 How many ways?	M- T- Step 1 Measure in metres and centimetres T-Step 2 Measure in millimetres W-Step 3 Measure in centimetres and millimetres T- Step 4 Metres, centimetres and millimetres T-Step 5 Equivalent lengths (metres and centimetres	M & T- Step 6 Equivalent lengths (centimetres and millimetres) T-Step 7 Compare lengths W-Fluency lesson: Recap column addition and subtraction T- Step 8 Add lengths F- Step 9 Subtract lengths	M-Step 10 What is perimeter? T-Step 11 Measure perimeter W-Step 12 Calculate perimeter	T-Step 1 Understand the denominators of unit fractions F-Step 2 Compare and order unit fractions	M- Step 3 Understand the numerators of non-unit fractions T-Step 4 Understand the whole W- Step 5 Compare and order non-unit fractions F – Step 6 Fractions and scales	M- Strep 7 Fractions on a number line T & W – Step 8 Count in fractions on a number line T-Step 9 Equivalent fractions on a number line F- Step 10 Equivalent fractions as bar models
SEN objectives (adapted learning)	M – Training day T – Step 6 – measure capacity W – Step 7 – Compare capacity	M – Step 3 – Count in 5s T - Step 4 – Recognise equal groups	M – Step 8 – Make equal groups - grouping T - Step 9 – Make equal groups - sharing	M – Step 4 – Find half of a quantity T - Step 5 – Recognise a quarter of an	M - Step 1 Describe turns T – Step 2 – Describe position – left and right	M – Step 1 – Count from 50 to 100 T – Step 2 – Tens to 100 W – Step 3 – Partition into tens and ones	M – Step 6 – Compare numbers with the same number of tens T – Step 7 Compare any two numbers

	Th – Step 1 – Count in 2s F – Step 2 – Count in 10s	W – Step 5 – Add equal groups Th – Step 6 – Make arrays F – Step 7 – Make doubles	W – Step 1 – Recognise a half of an object or a shape Th – Step 2 – Find half of an object or shape F – Step 3 – Recognise a half of a quantity	object or a shape W – Step 6 – Find quarter of an object or shape Th – Step 7 – Recognise a quarter of a quantity F – Step 8 – Find a quarter of a quantity	W – Step 3 - Describe position – forwards and backwards Th – Step 4 - Describe position – above and below F – Step 5 – Ordinal numbers	Th – Step 4 – The number line to 100 F – Step 5 – 1 more, 1 less	W – Step 1 – Unitising Th – Step 2 – Recognise coins F – Step 3 – Recognise notes + Step 4 – Count in coins	

EHCP objective
 	
Marshall-James
	PK2 Copy and continue simple patterns using real life materials, e.g. alternating 2 objects: apple, pear, apple, pear)
	
	PK3 Progress to more advanced patterns such as apple, apple, orange, orange, apple, apple, orange, orange, …
	M- Training day
	T- Copy simple patterns step 5
	W- Continue simple patterns step 5
	T- Create simple pattern step 6
		PK3 identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10
		M-represent numbers to 5
		T- represent numbers to 10
		W-count objects to 3
		T-count objects to 5
		F-count objects to 7
			PK3 identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10
			- PK3 demonstrate an understanding that the last number counted represents the total number of the count
			
			M- count objects to 10
			T-recognise smaller group – how many on sight to 5
			W- recognise larger group count objects to 10 in larger group – touch count
			T- count objects in a larger group to 10
				PK3 use real-life materials, such as apples or crayons, to add and subtract 1 from a group of objects and indicate how many are now present
				
				M-add 1 to numbers from 1 -5
				T-add 1 to numbers from 1 -10
				W-add 1 to numbers from 10-15
					PK3 use real-life materials, such as apples or crayons, to add and subtract 1 from a group of objects and indicate how many are now present
					
					T- add 1 to numbers from 15-20
					   F- add 1 to numbers between 1 and 20
						PK3 use real-life materials, such as apples or crayons, to add and subtract 1 from a group of objects and indicate how many are now present
						
						M- subtract 1 from numbers between 1 and 5
						T-subtract 1 from numbers between 1 and 10
						W-subtract 1 from numbers between 10 and 15
						T- subtract 1 from numbers between 15-20
						   F- subtract 1 from numbers between 1 and 20
							PK3 use real-life materials, such as apples or crayons, to add and subtract 1 from a group of objects and indicate how many are now present
							
							M- simple patterns
							T-say number names to 10 (extend to 20 if able)
							W-represent numbers to 10 (extend to 20 if able)
							T-order numbers to 10 (extend to 20 if able)
							 F-Maths addition and subtraction bus board game (numbers within 10 (within 20 if able)	

			F-How many altogether (total)				
National curriculum coverage	-Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-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 -Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects	Measure, compare, add and subtract: Lengths (m/cm/mm), mass (kg/g) and capacity and volume (l/ml) Measure the perimeter of simple 2-d shapes		Measure, compare, add and subtract: Lengths (m/cm/mm), mass (kg/g) and capacity and volume (l/ml) Measure the perimeter of simple 2-d shapes Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Recognise and show, using diagrams, equivalent fractions with small denominators			

		are connected to m objects					

	Year 3 Maths MTP- Spring 2						
	Weeks 1, 2 & 3			**Week 4 & 5**		**Week 6**	
	Mass and capacity (3 weeks)			**Fractions B (2 weeks)**		**Arithmetic and consolidation**	
Times tables (Fast facts)	1 x 4 = 4 2 x 4 = 8	3 x 4 = 12 4 x 4 = 16	5 x 4 = 20 6 x 4 =24	7 x 4 = 28 8 x 4 =32	9 x 4=36 10 x 4 = 40	11 x 4 = 44 12 x 4 = 48	
Year 3	M & T-Step 1 Use scales	M- -Step 5 Compare mass	M-Step 9 Equivalent capacities and	M & T – Step 1 Add fractions W & T – Step 2	M & T - Step 4 Unit fractions of a set of objects	Arithmetic NFER Arithmetic Paper	

WR Steps coverage	W-Step 2 Measure mass in grams T-Step 3 Measure mass in kilograms and grams F-Step 4 Equivalent masses (kg and g)	T & W-Step 6 Add and subtract mass T- Step 7 Measure capacity and volume in millilitres F-Step 8 Measure capacity and volume in litres and millilitres	volumes (litres and millilitres) T- Step 10 Compare capacity and volume W-Arithmetic – column addition and subtraction T & F- Step 11- Add and subtract capacity and volume	Subtract fractions F-Step 3 Partition the whole	W & T Step 5 Non unit fractions of a set of objects F- Step 6 Reasoning with fractions of an amount	NFER Reasoning Paper 1 NFER ReaPaper 2	
SEN objectives (adapted learning)	M – Step 1 – Before and after T – Step 2 - Days of the week W – Step 3 – Months of the year Th – Step 4 – Hours, minutes and seconds F – Step 5 – Tell the time to the hour + Step 6 – Tell the time to half an hour	M – Step 1 – Numbers to 20 T – Step 2 – Count objects to 100 by making 10s W – Step 3 – Recognise tens and ones Th – Step 4 – Use a place value chart F – Step 5 – Partition numbers to 100	M – Step 6 – Write numbers to 100 in words T – Step 7 – Flexibly partition numbers to 100 W – Step 8 – Write numbers t 100 in expanded form Th – Step 9 – 10s on the number line to 100 F – Step 10 – 10s and 1s on the number line to 100	M – Step 11 – Estimate numbers on a number line T – Step 12 – Compare objects W – Step 13 – Compare numbers Th – Step 14 – Order objects and numbers F – Step 15 – Count in 2s, 5s and 10s	M – Step 16 – Count in 3s T – Step 1 – Bonds to 10 W – Step 2 – Fact families- addition and subtraction bonds within 20 Th – Step 3 – Related facts F – Step 4 – Bonds to 100 (tens)	Arithmetic NFER Arithmetic Paper NFER Reasoning Paper 1 NFER ReaPaper 2	
EHCP objective **Marshall-James**	<mark>Dependent upon outcomes in Spring 1</mark>						
National curriculum coverage	Measure, compare, add and subtract: Lengths (m/cm/mm), mass (kg/g) and capacity and volume (l/ml)			Add and subtract fractions with the same denominator within one whole Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator			