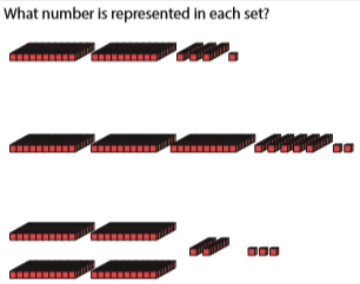
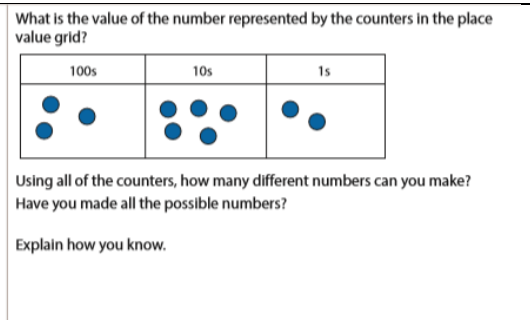
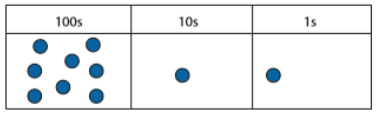
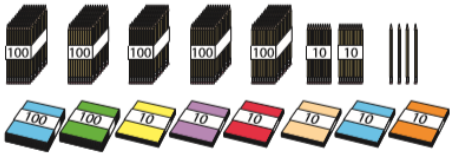
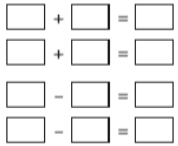
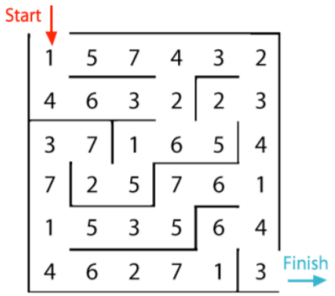
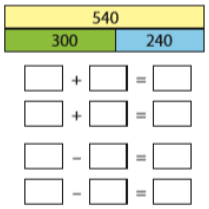
Anston Greenlands Primary School – Long Term Maths Curriculum
Year 3 Merlins – Can you survive the Stone Age?

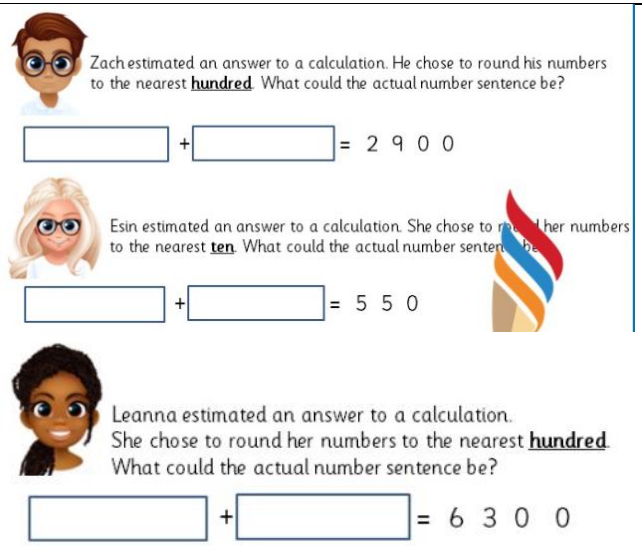
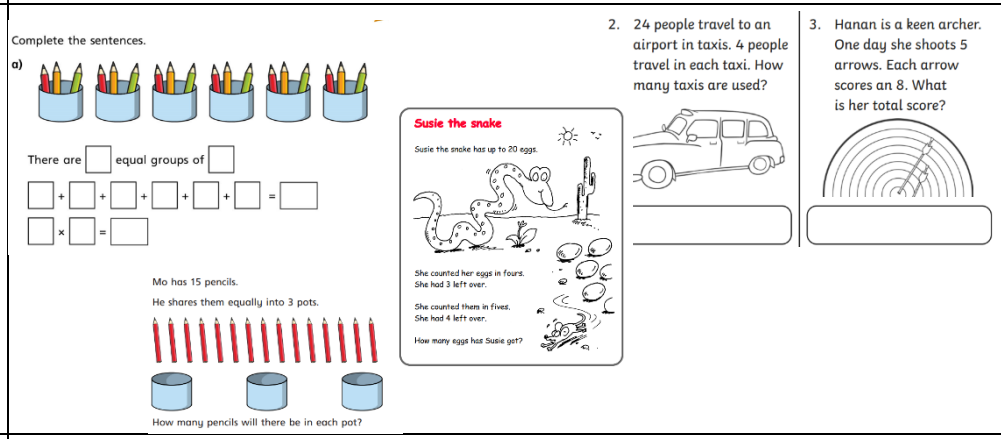
Term Autumn 22

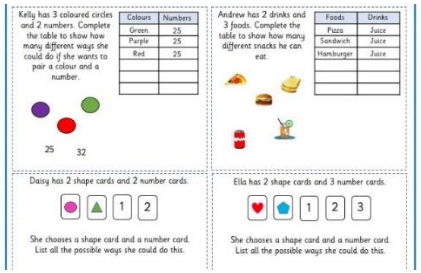
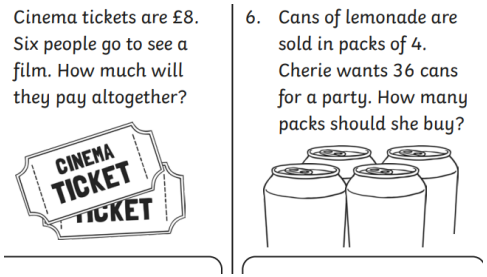
Objectives	Approximate number of lessons (70 total) but minus 3 due to Wow Day and 2 INSET days. 67 days.	Investigations/variation	Context
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	5	 	Practical – use of dienes Investigation – largest possible numbers/smallest possible numbers using dice to generate numbers.

▪ compare and order numbers up to 1000	3 Then M/O	Megan has made a 3-digit number with these cards. 6 7 5 What other 3-digit numbers can she make with these cards? 6 7 5 What is the largest number she can make? *Consider whether or not children are working systematically.*	Generating own numbers using dice. Using 3 digit cards – make the largest number, make the smallest number.
▪ identify, represent and estimate numbers using different representations	2	Captain Conjecture says 'The number in the place value grid is the largest 3-digit number you can make using all 10 counters'.   Do you agree? Explain your reasoning.	Bar modelling Partitioning Part part whole
▪ read and write numbers up to 1000 in numerals and in words	2 Then M/O	▪ 8 hundreds, 3 tens and 6 ones together make ☐. ▪ 457 is made of ☐ hundreds, ☐ tens and ☐ ones. ▪ 250 is made of ☐ hundreds and ☐ tens.	

solve number problems and practical problems involving these ideas.	4	Find the number of pencils. Find the number of exercise books.  *Guide pupils to use practical equipment to deepen their understanding of place value and apply their knowledge of place value in mental and written calculation.*	Stick or twist game (Superhero theme)
▪ add and subtract numbers mentally, including: ▪ a three-digit number and ones ▪ a three-digit number and tens ▪ a three-digit number and hundreds	4 Then M/O	Maze 100 What do you notice? Is there a relationship between the calculations? 500 + 400 = 523 + 400 = 523 + 28 = 400 + 500 = 423 + 500 = 423 + 28 = 300 + 600 = 323 + 600 = 323 + 28 = 200 + 700 = 223 + 700 = 223 + 28 = 100 + 800 = 123 + 800 = 123 + 48 = Write the four number facts that this bar model shows.   Using coins, find three ways to make £1.	Investigation  	Always/Sometimes/Never E.G. When you add 7 to a number ending in 8, your answer ends in 5.

solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	6 Then M/O	Flo and Jim are answering a problem: Danny has read 62 pages of the class book, Jack has read 43. How many more pages has Danny read than Jack? Flo does the calculation 62 + 43. Jim does the calculation 62–43. Who is correct? Explain how you know. *Pupils might demonstrate using a bar model to explain their reasoning.* Sophie has five coins in her pocket. How much money might she have? What is the greatest amount she can have? What is the least amount she can have? If all the coins are different: What is the greatest amount she can have? What is the least amount she can have?	Hunters of woolly mammoths. How many miles travelled?
Add and subtract numbers mentally, including: -a three-digit number and ones -a three-digit number and tens -a three-digit number and hundreds	3 Then M/O	What do you notice? Is there a relationship between the calculations? 500 + 400 = | 523 + 400 = | 523 + 28 = 400 + 500 = | 423 + 500 = | 423 + 28 = 300 + 600 = | 323 + 600 = | 323 + 28 = 200 + 700 = | 223 + 700 = | 223 + 28 = 100 + 800 = | 123 + 800 = | 123 + 48 = Write the four number facts that this bar model shows.  Using coins, find three ways to make £1.	Mental/oral starters and main lessons

Estimate the answer to a calculation and use inverse operations to check answers	3 M/O			Mental/oral starters and main lessons
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	5 Then M/O			Practical activities – counters, pencils, etc.
Write and calculate mathematical statements for multiplication and	5			

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		a)  There are ☐ bags of pears. There are ☐ pears in each bag. There are ☐ pears in total. If 5 x 4 – 20 4 x 5 -= 20 20 ÷4 = 5 20 ÷5 = 4 5 x 2 = 10 5 x 20 = 100 10 ÷2 = 5 100 ÷2 = 50	
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 objects.	5	Partitioning 22 x 4 20 x 4 2 x 4  Kelly has 3 coloured circles and 2 numbers. Complete the table to show how many different ways she could do if she wants to pair a colour and a number. Colours / Numbers Green 25 Purple 25 Red 25 25 32 Andrew has 2 drinks and 3 foods. Complete the table to show how many different snacks he can eat. Foods / Drinks Pizza Juice Sandwich Juice Hamburger Juice Daisy has 2 shape cards and 2 number cards. 1 2 She chooses a shape card and a number card. List all the possible ways she could do this. Ella has 2 shape cards and 3 number cards. 1 2 3 She chooses a shape card and a number card. List all the possible ways she could do this.  Cinema tickets are £8. Six people go to see a film. How much will they pay altogether? CINEMA TICKET 6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy? Nrich – The Pied Piper investigation	Bar modelling. If I know, then I know.
Measure, compare, add and subtract:	4	Making bread, and stew for our Enterprise – Stone Age Survival Day Mixing cordials for drinks.	Enterprise – Stone Age Survival Day

lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)			Measuring and weighing ingredients to make recipes.
Measure the perimeter of simple 2-D shapes	2	Once chn are confident in calculating perimeter, then give chn shapes with perimeters, they have to find length of one side.	
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	3 Then M/O starter	Practical activities using the clocks. In PE – compare times of different activities. Diary of my day – using am and pm.	PE – shuttle runs Star jumps, etc.
		Other sessions were spent on overlearning above concepts – many more practical activities.	