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| **Summer 1** |  **Y3 Fractions**  |
| **Notes**  | **It is very important that all fraction work is done with concrete apparatus as well as diagrams and images.** |
| **By the end of the teaching sequence children should…** | **Examples and models and images to use** |
| Understand fractions as equal parts of a whole NCETM 3.1 |    |
| Be able to construct and interpret unit fraction NCETM 3.2  |   |
| Understand the language of numerator and denominatorNCETM 3.2  |   |
| Be able to construct and interpret unit fraction NCETM 3.2 in different contexts  |   |
| Review unit fractions of quantity |

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| --- |
| 12 |
| 3 | 3 | 3 | 3 |

 Array into a bar model then to just a bar model |
| Be able to construct and interpret non- unit fractions NCETM 3.3  |    |
| Know that when the numerator and denominator are the same then this is a whole. That when you have all the parts you have the whole. NCETM 3.3 |  |
| Be able to construct and interpret non- unit fractions in different contexts NCETM 3.3 |   using measure and objects  |
| Count in fractions and plot them on a number line NCETM 3.3 |  Fold up pieces of paper then draw a number line.Also shows repeated addition which links to multiplication  |
| Compare and order unit fractions with different denominators and understand that the greater the denominator the smaller the equal parts and the smaller the fraction.  |  Use strips of paper to make the fractions and then compare using < > and = (equivalent fractions will be taught in detail in Y4 Use Cuisenaire rods  |
| Compare and order non- unit fractions with the same denominator and understand that the greater the numerator the greater the fraction |   |
| Find non-unit fractions of an amount  |

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| --- |
| 12 |
| 3 | 3 | 3 | 3 |
| 9 |  |

¾ of 12 is 9 Array into a bar model then to just a bar model |
| Add and subtract fractions with the same denominator within the whole |   Use part whole model as in whole number addition and subtraction and write 4 calculations |
| Count in tenths and show as an image, word, fraction and a decimal | Moved to Y4  |
| Show equivalent fractions making links with timetable knowledge | Moved to Y4 |
| **Summer 1 put end of autumn** | **Y3 Statistics**  |
| **Teaching Points** | **Examples and models and images to use** | **Notes** |
| Interpret and show data on pictograms, barcharts and tables  |  | Link to fractions with pictograms – half an image |
| Know how to answer one / two step problems | Misconceptions on interpreting the axis and pictures on a pictogram |  |
| **Summer 2** | **Y3 Measure and Shape**  |
| **Notes** | With all of the next units they should be used to revise fractions, ENL strategies and times tables. Links are noted where applicable and all of the above should be ‘kept on the boil’ through number talks. Decimal notation is not used until Y4. Where possible use concrete apparatus – use rulers, scales, measuring jugs and let children play with the concepts.Children should be exposed to word problems- White Rose is very good for this and can be used to review ENL this year and at the beginning of Y4 |
| **Teaching Points** | **Examples and models and images to use** |
| Know how to use a ruler and know what mm, cm and m are.  | 1 m 53 = 153 cm 60 mm = 6 cm  |
| Convert between different lengths  |
| Compare and order different lengths  |
| Add/subtract lengths  |  |
| Identify and draw accurately 2D shapes | Children should have knowledge of 2D shapes from Y2 but a full review will be needed first. |
| Measure 2D shapes accurately  |
| Find the perimeter of 2D shapes  |  This is a new and important context – again let the children play by measuring. Can they figure out an easier way to find the perimeter? Move on to calculating perimeter – can the children notice what happens with squares?  |
| Identify 3D shapes  |   |
| Understand g and Kg and when they are used | Do all of this with real objects and real scales Children need to know there are 1000g in 1 KgAlso talk about ½ kg = 500g 1 ½ kg 1 kg 500g No decimal notationDifferent increments should be used  |
| Convert between g and kg  |
| Compare g and kg  |
| Understand ml and l and when they are used | Do all of this with and water and jugs. Juice/milk containersChildren need to know there are 1000ml in 1 litreAlso talk about ½ litre = 500ml 1 ½ litres 1 l 500 ml No decimal notationDifferent increments should be used  |
| Convert between ml and l |
| Compare l and ml |
| Add/subtract using l and ml and g and kg Fraction of an amount problems – WR Y3 fractions Spring |  |  |
| Be able to tell the time on an analogue and digital clock |  | This should be continuous provision and should not need to be taught in a ‘lesson’ |
| Know how many minutes in an hour/ seconds in a minute |  |  |
| Know how many hours in day/2 days months in a year |  |  |
| Find the duration of activities  | Use ENL strategies  |  |
| Know different types of angles  | Also use N S E W and use ½ ¼ and ¾ turns |
| Compare different types of angles  |
| Identify horizontal, vertical and perpendicular lines |  |
| Draw accurately horizontal, vertical and perpendicular lines |
| **Summer 2** | **Y3 Money** |
| **Teaching Points** | **Examples and models and images to use** | **Notes** |
| Recognise all UK coins and notes  | Use real money/ practise money where possible to compare and convert | Should already be familiar with this from the Autumn term and Y2  |
| Know how many pence in the pound  | Link to PV |
| Know how many 5ps 10ps 20ps and 50ps in a pound | Link to multiples and times tables and fractions  |
| Convert from pounds to pence  | Not using decimals  |
| Add/subtract pounds and pence using ENL strategies  |   | Reminder of things like finding the difference which may be more efficientAlso use part whole models to draw links with addition and subtraction |
| Be able to give change  |  | 2 step problems – add 2/3 items then calculate change |
| Be able to solve a variety of 1 step and 2 step problems using shape, measure, time, money, fractions and the 4 operations.  | See White Rose SOL and problems of the day.  | Use bar modelling to help |