

Cloudside Academy
MTP Year 3 Autumn 1 2019-20



Dates Focus	Objectives	Vocabulary	Barriers to ARE (misconceptions)
<p>Resources Base10, place value charts, number lines, rulers, tape measures, metre rules, Trundle wheels, weighing scales, weights, measuring cylinders, 2D shapes</p> <p>Mastery: (where to find some resources)</p> <ul style="list-style-type: none"> • Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping) <p>Links to prior learning/ objectives</p> <p>Children will have previously learned about adding and subtracting one-digit numbers to/from three-digit numbers.</p> <p>Children will have learned how to count forwards and backwards in tens.</p> <p>Children will have made links between addition and subtraction.</p> <p>Children will have used simple measuring techniques.</p> <p>Children will have knowledge of 2D shapes and should be able to identify sides and vertices.</p>			
Week 1 9.9.19	<ul style="list-style-type: none"> • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Compare and order numbers up to 1000. 	Number, digit, place value, ones, tens, exchange, equal	Children might not understand place value. Children might not understand the <, > and = signs.
Week 2 16.9.19	<ul style="list-style-type: none"> • Read and write numbers up to 1000 in numerals and in words. • Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number. • Solve number problems and practical problems involving these ideas. 	Objects, pictures, number line, equal to, more than, greater than, less than, fewer than, most, least, one more, one less, numerals, words	Children might not know the association between numbers and words. Children might not know how to estimate appropriately. Children might not transfer place value skills to finding 10 or 100 more or less. Phonics knowledge may hinder their accurate spelling of numbers in words. Children may not have a secure place value understanding. Children may not have experience of using base ten to represent a number.
Week 3 23.9.19	<ul style="list-style-type: none"> • Add and subtract numbers mentally, including: • ~ a three-digit number and ones, • ~ a three-digit number and tens, 	Add, addition, plus, altogether, sum, subtract, take away, minus, difference	Children might not be confident with their place value understanding. Children might not know physical and written strategies prior to learning mental strategies.
Week 4 30.9.19			

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	<ul style="list-style-type: none"> • ~ a three-digit number and hundreds. 	between, place value, ones, tens, hundreds, representation, part-part whole	Children may struggle working with three-digit numbers.
Week 5 7.10.19	<ul style="list-style-type: none"> • Estimate the answer to a calculation and use inverse operations to check answers. <i>(Use this as an opportunity to also accurately find the answer, using the strategies from the previous week, when estimating.)</i> 	Operation, Add, addition, plus, altogether, sum, subtract, take away, minus, difference between, inverse	Children might not know how to estimate appropriately. Children might not know the relationship between addition and subtraction.
Week 6 14.10.19	<ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml) <i>(Use this as an opportunity to address any misconception from the previous weeks on addition and subtraction)</i> 	Measure, amount, compare, add, subtract (and associated vocabulary above), length, long, longer than, shorter than, mass, heavier than, lighter than, volume, larger than, smaller than, capacity, more than, less than, (vocabulary for units as stated in objectives)	Children might not know that the units represent different lengths (1cm is different to 1mm etc.) Children might confuse mass with weight. Children might confuse volume and capacity. Children may struggle to link addition and subtraction skills to this work now that the numbers have units of measure.
Week 7 21.10.19	<ul style="list-style-type: none"> • Measure the perimeter of simple 2D shapes <i>(Use this as an opportunity to recap names and vocab associated with simple 2D shapes.)</i> 	Shape, 2d, 3D, flat, edge, side, vertex, vertices, perimeter, addition, total, altogether, sum	Children might not know the edges of 2D shapes. Children might count each edge more than once. Children might miss out some of the edges. Children might not use the appropriate units. Calculation errors may happen when adding all edges.