

Cloudside Academy
MTP Year 3 Spring 1 2019-20



Resources Base10, Cuisenaire, physical objects, number lines,	Mastery: (where to find some resources) <ul style="list-style-type: none"> • Teaching for Mastery • White Rose • Mastery maths stickers • Nrich (curriculum mapping) 	Links to prior learning/ objectives Children will have learned to read and recognise numbers to 100. Children will have had experience looking at multiplication facts- especially 2,5,10s. Multiplication and division strategies taught in year 2 (focussed around 2/5/10 maybe 3 facts) Children will have the experience of doubling and halving amounts. Children will have started to look at mental strategies and reasoning about how they were able to multiply and divide.	
Dates	Objectives	Vocabulary	Barriers to ARE (misconceptions)
Wk1- 6.1.20	Count from 0 in multiples of 4,8,50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Multiples, increasing, decreasing, ascending, descending, multiplication, division,	Recognising patterns and using prior multiplication knowledge to understand new facts. Miscounting or missing a step when recalling multiples or multiplication facts.
Wk2- 13.1.20 Wk3- 20.1.20	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	Multiplication, division, multiply, divide, two digits, one-digit, formal methods, mental methods, place value,	Children may not have sufficient place value understanding to understand how to organise the formal written method. Children may not have a strong multiplication knowledge. Children may miscalculate when adding the two parts from the multiplication calculation or make a mistake when using multiplication facts.
Wk4- 27.1.20 Wk5- 3.2.20	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.	Missing number, multiplication, division, divide, multiply, scaling, correspondence, relationships, integers,	Children may not have a secure understanding of the 4 operations and the relationships between them, so they struggle to find missing numbers. Children may not have a strong recall of multiplication facts, so they will struggle to scale. Children may lack problem solving strategies such as trial and error or working systematically to find all possibilities with correspondence problems.

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Wk6- 10.2.20	Assessments- catch up on any gaps in the children's understanding.		
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