

Cloudside Academy
MTP Year 3 Spring 2 2019-20



Resources Counting stick, number line, physical fractions, fraction wall, bar models,		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 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 learnt about fractions, focusing on $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$, understanding what they represent. Children will have found fractions of amounts and started to compare fractions.	
Dates	Objectives	Vocabulary	Barriers to ARE (misconceptions)	
24.2.20	Solve one-step and two-step questions (e.g. how many more? And how many fewer?) using information presented in scaled bar charts and pictograms. Interpret and present data using bar charts, pictograms and tables.	Bar chart, pictograms, scaled, intervals, multiples, interpret, present, fewer, more, solve problems	Children may struggle to understand what a bar chart and pictogram shows. Children may struggle to count in multiples of 2/5/10/ 25/50/100 to read a scale. Children may not recognise that intervals must be of equal distance apart. Children may struggle to work with more than one piece of data.	
2.3.20	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominator.	Recognise, find, name, write, fractions, numerator, denominator, shapes, quantities, length, half, quarter, three-quarter, third, unit fractions, non-unit fractions, order, compare, discrete, equivalence, numerator, denominator	Children may not understand what a fraction is. They may not know that the larger the denominator the smaller the fraction. Children may struggle to apply their knowledge of fractions of a range of objects/ lengths and shapes. Children may not have a secure understanding of multiplication and division. Children may not recognise what the equivalence means and that two fractions can be the same. Children may not recognise what the numerator and denominator represent.	

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9.3.20	<p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p>	<p>Tenths, divide, ascending, descending, increase, decrease, equal.</p> <p>Fraction, numerator, denominator, equivalent, represent, recognise,</p>	<p>Children may struggle to apply their understanding of multiplying and dividing by 10.</p> <p>Children may struggle to understand what a fraction represents.</p> <p>Children may struggle to see how two fractions can represent the same.</p> <p>Children may struggle to apply their multiplication and division knowledge.</p> <p>Children may struggle to represent a fraction pictorially.</p>
16.3.20	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p>	<p>Recognise, find, name, write, fractions, numerator, denominator, shapes, quantities, length, half, quarter, three-quarter, third, unit fractions, non-unit fractions, order, compare, discrete, equivalence, numerator, denominator</p>	<p>Children may not understand what a fraction is. They may not know that the larger the denominator the smaller the fraction.</p> <p>Children may struggle to apply their knowledge of fractions of a range of objects/ lengths and shapes.</p> <p>Children may not have a secure understanding of multiplication and division.</p> <p>Children may not recognise what the equivalence means and that two fractions can be the same.</p> <p>Children may not recognise what the numerator and denominator represent.</p>
23.3.20	<p>Solve problems that involve all the above. (fractions)</p>	<p>Same as above.</p>	<p>Children may struggle to apply their understanding to a problem/ context.</p> <p>Children may mix up what the skills/ fraction understanding.</p>
30.3.20	<p>Consolidate</p>		