**Maths Medium Term Planning**

**Year Three**

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| **WR Block: Place Value** | | | | **Autumn Term** | | |
| **National Curriculum Objectives** | | **Small Steps** | | **Prior Learning** | **Future Progression** | |
| * Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. * Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). * Compare and order numbers up to 1000. * Identify, represent and estimate numbers using different representations. * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas. | | * Represent numbers to 100 * Partition numbers to 100 * Number line to 100 * Hundreds * Represent numbers to 1,000 * Partition numbers to 1,000 * Flexible partitioning of numbers to 1,000 * Hundreds, tens and ones * Find 1, 10 or 100 more or less * Number line to 1,000 * Estimating on a number line to 1,000 * Compare numbers to 1,000 * Order numbers to 1,000 * Count in 50s | | **Y2**   * Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. * Recognise the place value of each digit in a two-digit number (tens and ones). * Identify, represent and estimate numbers using different representations, including the number line. * Compare and order numbers from 0 up to 100; use <, > and = signs. * Read and write numbers to at least 100 in numerals and in words. * Use place value and number facts to solve problems. | **Y4**   * Find 1000 more or less that a given number. * Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). * Order and compare numbers beyond 1000. * Identify, represent and estimate numbers using different representations. * Round any number to the nearest 10,100 and 1000. * Solve a number and practical problems that involve all of the above and with increasingly large positive numbers. * Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. | |
| **Key Vocabulary**  **New Vocabulary:**  eights, fifties and so on to hundreds, factor of  relationship, Roman numerals, one hundred more, one hundred less  approximate, approximately, round, nearest, round to the nearest ten, hundred  round up, round down  consecutive | **Key Vocabulary:**  **Previous Year Group:**  Two hundred ... one thousand, tally  sequence, continue  predict, rule  hundreds, one-, two- or three-digit number  place, place value  stands for, represents  exchange, twenty-first, twenty-second …, exact, exactly | | **Stem Sentences**  There are \_\_\_ tens and \_\_\_ ones. The number is \_\_\_.  The \_\_ represents \_\_\_ in the number.  The whole is \_\_\_. One part is \_\_\_ the other part is \_\_\_.  The start point is \_\_\_ the end point is \_\_\_. There are \_\_\_ intervals on the number line so each interval is worth \_\_\_.  There are ten tens in 100 so there are \_\_\_\_ tens in \_\_\_\_\_\_.  There are \_\_\_ hundreds, \_\_\_ tens and \_\_\_ ones. The number is \_\_\_.  \_\_\_ hundreds / tens can be partitioned into \_\_\_ hundreds/ tens and \_\_\_ hundreds/ tens.  \_\_\_ more/ less than \_\_\_\_ is \_\_\_\_.  \_\_\_ is greater/ less than \_\_\_ because \_\_\_. | | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | | | |