**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.
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| **Key Vocabulary****New Vocabulary:**eights, fifties and so on to hundreds, factor ofrelationship, Roman numerals, one hundred more, one hundred lessapproximate, approximately, round, nearest, round to the nearest ten, hundredround up, round downconsecutive  | **Key Vocabulary:****Previous Year Group:**Two hundred ... one thousand, tallysequence, continuepredict, rulehundreds, one-, two- or three-digit numberplace, place valuestands for, representsexchange, 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**  |