**Maths Medium Term Planning**

**Year Three**

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| **WR Block: Number: Fractions** | **Spring Term** |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Count up and down in tenths; recognise that tenths arise from dividing an object into10 equal parts and in dividing one-digit numbers or quantities by 10.
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* Recognise and use fractions as numbers: unit fractions and non-unit fractions withsmall denominators.
* Recognise and show, using diagrams, equivalent fractions with small denominators.
* Add and subtract fractions with the same denominator within one whole [for example,+ =].
* Compare and order unit fractions, and fractions with the same denominators.
* Solve problems that involve all of the above.
 | * Understand the denominators of unit fractions
* Compare and order unit fractions
* Understand the numerators of non-unit fractions
* Understand the whole
* Compare and order non-unit fractions
* Fractions and scales
* Fractions on a number line
* Count in fractions on a number line
* Equivalent fractions on a number line
* Equivalent fractions as bar models
 | **Y2:*** Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.
* Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.
 | **Y4:** * Count up and down in hundredths; recognise that hundredths arise when dividing anobject by one hundred and dividing tenths by ten.
* Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a wholenumber.
* Add and subtract fractions with the same denominator.
* Recognise and write decimal equivalents of any number of tenths or hundredths.
* Recognise and write decimal equivalents to ¼, ½, ¾.
* Find the effect of dividing a one- or two-digit number by 10 and 100, identifying thevalue of the digits in the answer as ones, tenths and hundredths.
* Round decimals with one decimal place to the nearest whole number.
* Compare numbers with the same number of decimal places up to two decimal places.
* Solve simple measure and money problems involving fractions and decimals to two decimal places.
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| **Key Vocabulary****New Vocabulary:**sixths, sevenths, eighths, tenths … | **Key Vocabulary:****Previous Year Group:**equivalent fractionmixed numbernumerator, denominatortwo halvestwo quarters, three quartersone third, two thirdsone of three equal parts | **Stem Sentences**The shape is split into \_\_\_\_ equal parts.The denominator is \_\_\_.There are \_\_\_\_ equal parts. So the denominator is \_\_\_\_. \_\_\_\_ of the equal parts are shaded. So the numerator is \_\_\_\_. The fraction is \_\_\_\_. When the numerators are the same, then the \_\_\_\_ the denominator, the \_\_\_\_ the fraction. When fractions have the same denominators, then the \_\_\_\_ the numerator, the \_\_\_\_ the fraction. \_\_\_\_ is greater than/ less than \_\_\_\_ because ... |
| **Concrete, Pictorial, Abstract Models/ Calculations**   |