The Best That We Can Be

## Devonshire Primary Academy

Maths Long Term Plan

| Year 3 |  |  |  |
| :---: | :---: | :---: | :---: |
| Week | Autumn | Spring | Summer |
| 1 | Place Value <br> WALT: represent numbers to 100 <br> (steps 1-4 and 8) <br> BM Basic Skills > Counting > Place Value steps 2 and 3 | Multiplication and division (Part 2) <br> WALT: multiply by 10 <br> WALT: problem solve and reason with multiplication (steps 1-3) <br> Basic Skills > It's Nothing New > Multiplying by 10 step 1 | Fractions B <br> WALT: add and subtract fractions <br> (steps TBC) <br> Wider Maths > Fractions > Fractions: Calculation steps 1-3 |
| 2 | ```Place Value WALT: represent and estimate numbers to 1000 (steps 5-7, 10-11) BM Basic Skills > Counting > Count Along in 4 Ways Step 4 Basic Skills > Counting > Counting Along Scales step 4``` | Multiplication and division (Part 2) <br> WALT: multiply 2-digit by 1-digit (with exchange) <br> (steps 4-6) <br> Basic Skills $>$ Column Methods $>$ <br> Multiplication - Column Methods step 1 | Fractions B <br> WALT: solve fraction problems <br> (steps TBC) <br> Wider Maths > Fractions > Fractions: Calculation steps 1-3 |
| 3 | Place Value <br> WALT: find $1,10,100$ more or less <br> (step 9) <br> WALT: compare and order numbers to 1000 <br> (steps 12-13) <br> BM Basic Skills $>$ Counting $>$ Count Along in 4 Ways Step 4 | Multiplication and division (Part 2) <br> WALT: divide 2-digit by 1-digit (with remainders) <br> (steps 7-11) <br> beAT THAT <br> Basic Skills $>$ Column Methods > <br> Multiplication - Column Methods step 1 | Money <br> WALT: add money to solve problems <br> (steps TBC) <br> BEAT THAT <br> Wider Maths > Amounts > Amounts of Money steps 13 and 14 |


| 4 | Addition and Subtraction <br> WALT: add and subtract $1 \mathrm{~s}, 10$ s and 100 s <br> (steps 1-4) <br> BM Basic Skills > It's Nothing New > INN: <br> Addition and Subtraction recap steps Year 2 1-3 | Fractions A <br> WALT: understand a fraction <br> (steps 1, 3 and 4) <br> Wider Maths > Fractions > Fractions of a Whole steps 9-15 | Money <br> WALT: subtract money to give change <br> (steps TBC) <br> Wider Maths > Amounts > Amounts of Money steps 13 and 14 |
| :---: | :---: | :---: | :---: |
| 5 | Addition and Subtraction <br> WALT: add and subtract $1 \mathrm{~s}, 10$ s across 10 and 100. <br> (steps 6-9) <br> BM Basic Skills > It's Nothing New > INN: <br> Addition and Subtraction recap steps Year 2 1-3 | Fractions A <br> WALT: compare and order fractions <br> WALT: recognise fractions on scales <br> (steps 2, 5, 6 and 7) <br> Wider Maths > Fractions > Fractions of a Set steps 9 and 10 | Time <br> WALT: to tell and write the time in 12 -hour and 24 -hour (steps TBC) <br> $\underline{\text { Wider Maths }>~ A m o u n t s ~>~ A m o u n t s ~ o f ~ T i m e ~ s t e p s ~}$ 20-22 <br> Wider Maths > Amounts > Amounts of Time: Telling the Time steps 9-15 |
| 6 | Addition and Subtraction <br> WALT: add and subtract 2 numbers across 10 and 100 <br> (steps 11-16) <br> BEAT THAT <br> BM $\underline{\text { Basic Skills }}>$ Calculation $>$ Addition <br> Steps 25-28 <br> Basic Skills > Calculation > Subtraction <br> steps 28-29 <br> Basic Skills $>$ Column Methods $>$ Addition <br> - Column Methods Steps 2-6 <br> Basic Skills > Column Methods > <br> Subtraction - Column Methods steps 2-5 | Fractions A <br> WALT: count in fractions <br> WALT: find equivalent fractions <br> (steps 8-10) <br> $\underline{\text { Wider Maths }>\text { Fractions }>\text { Fractions: }}$ <br> Counting steps 6-11 <br> $\underline{\text { Wider Maths }>\text { Fractions }>\text { Fractions: }}$ <br> Calculation steps 1-3 | Time <br> WALT: compare and estimate time durations <br> (steps TBC) <br> BEAT THAT <br> $\underline{\text { Wider Maths }>~ A m o u n t s ~>~ A m o u n t s ~ o f ~ T i m e ~ s t e p s ~}$ 20-22 <br> Wider Maths $>$ Amounts > Amounts of Time: Telling the Time steps 9-15 |
| 7 | Addition and Subtraction | Length and perimeter | Time |


|  | WALT: add and subtract 2-digit and 3-digit numbers <br> (steps 17-19) <br> BM Basic Skills > Calculation > Addition <br> Steps 25-28 <br> Basic Skills > Calculation > Subtraction <br> steps 28-29 <br> Basic Skills $>$ Column Methods $>$ Addition <br> - Column Methods Steps 2-6 <br> Basic Skills $>$ Column Methods $>$ <br> Subtraction - Column Methods steps 2-5 | WALT: measure in $\mathrm{mm}, \mathrm{cm}$ and m (steps 1-4) <br> Wider Maths > Amounts > Amounts of Distance steps 11-18 | WALT: consolidate time <br> (steps TBC) $\begin{aligned} & \underline{\text { Wider Maths }}>\underline{\text { Amounts }}>\text { Amounts of Time steps } \\ & 20-22 \\ & \underline{\text { Wider Maths }>} \text { Amounts }>\text { Amounts of Time: } \\ & \text { Telling the Time steps } 9-15 \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| 8 | Addition and Subtraction <br> WALT: estimate answers and check using the inverse operation <br> (steps 20-22) <br> BM Basic Skills > Calculation > Addition <br> Steps 25-28 <br> Basic Skills > Calculation > Subtraction steps 28-29 <br> Basic Skills $>$ Column Methods $>$ Addition - Column Methods Steps 2-6 <br> Basic Skills > Column Methods > <br> Subtraction - Column Methods steps 2-5 | Length and perimeter <br> WALT: find equivalent lengths <br> WALT: compare lengths with different units <br> (steps 5-7) <br> Wider Maths > Amounts > Amounts of Distance steps 11-18 | Shape <br> WALT: name, describe and draw 2D shapes <br> WALT: name, describe and make 3D shapes <br> (steps TBC) <br> Wider Maths $>$ Shape > Explore and Draw steps 15-19 <br> $\underline{\text { Wider Maths }>\text { Shape }>2 \text { D Shapes steps 18-20 }}$ <br> $\underline{\text { Wider Maths }>\text { Shape }>3 \text { Shapes steps 17-19 }}$ |
| 9 | Multiplication and division <br> WALT: learn times tables and their fact families <br> BEAT THAT <br> BM Basic Skills > It's Nothing New > INN: <br> Fact Families step 5 | Length and perimeter <br> WALT: understand, measure and calculate perimeter (steps 10-12) <br> BEAT THAT | Shape <br> WALT: recognise angles, turns and different lines (steps TBC) <br> BEAT THAT |


|  |  | Wider Maths > Amounts > Amounts of Distance steps 11-18 | Wider Maths > Shape > Position and Direction steps 13 and 14 |
| :---: | :---: | :---: | :---: |
| 10 | Multiplication and division <br> WALT: multiply using arrays <br> WALT: multiply by 2,5 and 10 . <br> (steps 1-4) <br> BM recap Year $1 \underline{\text { Basic Skills }>\text { Counting > }}$ <br> Counting Multiples step 1-3 <br> Basic Skills > Calculation > Multiplication steps 10 and 11 $\underline{\text { Basic Skills }}>12$ | Mass and Capacity <br> WALT: measure and compare mass <br> (steps 1-5) <br> Wider Maths > Amounts > Amounts of Space steps 12-14 | Statistics <br> WALT: interpret and present data using bar charts, pictograms and tables <br> (steps TBC) <br> Wider Maths > Explaining Data > Diagrams and <br> Table steps 17-20 |
| 11 | Multiplication and division <br> WALT: divide using sharing and grouping (divide by 3,4 and 8 ) <br> (steps 5, 7, 10 and 13) $\begin{aligned} & \underline{\text { Basic Skills }}>\underline{\text { Calculation }}>\text { Multiplication } \\ & \text { steps } 10 \text { and } 11 \\ & \underline{\text { Basic Skills }}>\underline{\text { Learn Its }}>\text { Learn Its steps 4- } \end{aligned}$ | Mass and Capacity <br> WALT: measure and compare capacity and volume (steps 7-10) <br> Wider Maths > Amounts > Amounts of Space steps 12-14 | Statistics <br> WALT: solve one-step and two-step questions <br> (steps TBC) <br> Wider Maths > Explaining Data > Diagrams and <br> Table steps 17-20 <br> Wider Maths > Explaining Data > Bar Charts steps 4-9 <br> Wider Maths $>$ Explaining Data $>$ Line Graphs step 2 |
| 12 | Multiplication and division <br> WALT: consolidate multiplication and division including problems. | Mass and Capacity <br> WALT: add and subtract mass, capacity and volume (steps 6 and 11) | Consolidate and fill GAPS BEAT THAT |



| SMSC | Calculate whether an answer is wrong | Explore maths in the real world (Money) | Use structured apparatus <br> Develop mathematical reasoning |
| :---: | :--- | :--- | :--- |
| BV | Discuss their work <br> Explain their reasoning when solving <br> problems | Follow rules for fact families | Decide on the best way to represent their <br> conclusions in a bar chart |

