**Medium term Plan for Summer Year 3**

| **Week** | **Main focus of teaching and activities each day** | **Starter**  | **Outcomes of each day** |
| --- | --- | --- | --- |
| 1 | ***Place Value and number*** **Day 1:** Partition and represent 3-digit numbers using Place Value cards and multi-base equipment (Dienes). **Day 2**: Order and compare 3-digit numbers, place on an ENL, find a number between.**Day 3:** Place 3-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.**Day 4:** Place value in money, writing in pounds and pence.**Day 5:** Use place value to add and subtract pounds, 10ps and 1ps, e.g. £4.63 – 60p and £3.49 + 30p. | **Day 1:** Starter – Count in steps of 100.**Day 2**: Starter – Multiply and divide by 10.**Day 3:** Starter – Months of the year.**Day 4:**  Starter – Measure a line in centimetres. **Day 5:**  Starter – Count in steps of 20. | ***Place Value and number*** **Day 1:** 1. Say what each digit represents in a 3-digit number.2. Use equipment to represent 3-digit numbers.**Day 2:** 1. Place 3-digit numbers on an empty number line.2. Compare pairs of 3-digit numbers and find a number in between.**Day 3:** 1. Round 3-digit numbers to the nearest 10 or 100.**Day 4:** 1. Know what each digit in an amount between £1 and £10 stands. for.2. Make ordered lists to help with an investigation.**Day 5:** 1. Use place value to add and subtract pounds, 10ps and 1ps, e.g. £4.63 – 60p and £3.49 + 30p. |
| 2 | ***Addition and subtraction*** **Day 1:** Revise using expanded and compact addition to add any pair of 3-digit numbers. **Day 2**: Use compact addition to add pairs of 3-digit numbers, estimate totals.**Day 3:** Use compact addition to add any pair of 3-digit numbers; look for patterns and make generalisations.**Day 4:** Revise using Frog to subtract 2-digit numbers from 3-digit numbers, e.g. 137 – 72. **Day 5:** Revise using Frog to subtract 3-digit numbers within same century, e.g. 476 – 438. | **Day 1:** Starter – Know total of any pair of single-digit numbers.**Day 2**: Starter – Round 3-digit numbers to nearest 10 and 100.**Day 3:** Starter – Add three single-digit numbers.**Day 4:**  Starter – Adding to next 10.**Day 5:**  Starter – Match digital and analogue times.  | ***Addition and subtraction*** **Day 1:** 1. Use compact addition to add any pair of 3-digit numbers.**Day 2:** 1. Use compact addition to add any pair of 3-digit numbers.2. Round to the nearest 10 or 100 to estimate totals. **Day 3:** 1. Use compact addition to add any pair of 3-digit numbers.2. Look for patterns and make generalisations.**Day 4:** 1. Use Frog to subtract 2-digit numbers from 3-digit numbers, e.g. 137 – 72. **Day 5:** 1. Use Frog to subtract pairs of numbers within the same century, e.g. 472 – 427. 2. Look for patterns and make generalisations. |
| 3 | ***Multiplication and Division*****Day 1:** Revise doubling numbers to 50 using partitioning.**Day 2:** Revise halving numbers to 100 using partitioning.**Day 3:** Revise times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x). **Day 4:** Begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers.**Day 5:** Begin to use the grid method to multiply 2-digit numbers (numbers < 30) by 1-digit numbers; Find and test rules. | **Day 1:** Starter – Add 1-digit numbers to 2-digit numbers.**Day 2**: Starter – × and ÷ by 10 and 100.**Day 3:** Starter – 3 and 4 times table.**Day 4:**  Starter – Single digit numbers x 20. **Day 5:**  Starter – 30 times table. | ***Multiplication and Division*****Day 1:** 1. Double numbers to 50 using partitioning.**Day 2:** 1. Halve numbers to 100 using partitioning.**Day 3:** 1. Know times tables and division facts (1x, 2x, 3x, 4x, 5x, 8x, 10x).**Day 4:** 1. Begin to use the grid method to multiply 2-digit numbers (teens). by 1-digit numbers.**Day 5:** 1. Begin to use the grid method to multiply 2-digit numbers (numbers < 30) by 1-digit numbers.2. Find and test rules. |
| 4 | ***Measures and data*** **Day 1:** Measure in litres and millilitres and convert between the two units.**Day 2**: Revise measuring in millimetres and centimetres, draw a bar chart.**Day 3:** Revise measuring in metres and centimetres, find perimeters.**Day 4:** Revise am and pm; Begin to tell the time to the nearest minute.**Day 5:** Tell time to nearest minute; Compare time durations.  | **Day 1:** Starter – Units of time.**Day 2**: Starter – Convert litres to millilitres and vice versa.**Day 3:** Starter – Convert centimetres to metres and vice versa.**Day 4:**  Starter – Match digital and analogue times.**Day 5:**  Starter – Months of the year. | ***Measures and data*** **Day 1:** 1. Measure in multiples of 100 millilitres.2. Convert between whole/half litres and millilitres.**Day 2:** 1. Measure in millimetres.2. Draw a bar chart where one square represents 2 units.**Day 3:** 1. Measure perimeters of 2D shapes to the nearest centimetre.**Day 4:** 1. Understand am and pm. 2. Tell the time to nearest minute.**Day 5:** 1. Compare time durations. |
| 5 | ***Addition and subtraction*** **Day 1**: Add three or four 2-digit numbers using expanded or compact addition.**Day 2:** Add three or four 2-digit numbers using compact addition; estimate answers.**Day 3:** Add three or four 2-digit numbers using compact addition; Find and test rules.**Day 4:** Use Frog to help calculate change from £5, £10 and £20.**Day 5:** Use frog to find the difference between amounts of money. | **Day 1:** Starter – Add 4 single-digit numbers.**Day 2**: Starter – Add multiples of 10.**Day 3:** Starter – Subtract single-digit numbers.**Day 4:**  Starter – Pairs with total of 10.**Day 5:**  Starter – Pairs with a total of 100. | ***Addition and subtraction*** **Day 1:** 1. Add three or four 2-digit numbers using expanded or compact addition.**Day 2:** 1. Add three or four 2-digit numbers using compact addition.2. Use rounding to estimate totals.**Day 3:** 1. Add three or four 2-digit numbers using compact addition. 2. Find and test rules.**Day 4:** 1. Use Frog (counting up) to help calculate change from £5, £10 and £20.**Day 5:** 1. Use Frog (counting up) to find the difference between amounts of money. |
| 6 | ***Place Value*** **Day 1:** Count in 50s and 100s. **Day 2**: Count in 4s and 8s.**Day 3:** Work out the rule for a sequence. **Day 4:** Introduce 4-digit numbers, counting above 1000.**Day 5:** Place value in numbers from 1000 to 2000. | **Day 1:** Starter – Count in 100s.**Day 2**: Starter – Odd and even numbers.**Day 3:** Starter – Count back in 3s.**Day 4:**  Starter – Add and subtract multiples of 10/100.**Day 5:**  Starter – Add and subtract multiples of 10p. | ***Place value*****Day 1:** 1. Count in steps of 50 or 100 from any number up to 1000.**Day 2:** 1. Count in steps of 4 or 8 from 4 and 8.2. Identify patterns. **Day 3:** 1. Find and test rules for sequences (counting up or down in a consistent step).**Day 4:** 1. Count in 1s beyond 1000.  **Day 5:** 1. Begin to understand place value in numbers between 1000 and 2000. |

| **Week** | **Main focus of teaching and activities each day** | **Starter**  | **Outcomes of each day** |
| --- | --- | --- | --- |
| 7 | ***Multiplication and division*** **Day 1:** Scale up by multiplying by 4 (double twice) and by 10 **Day 2**: Scale down by dividing by 4 (halve twice) and by 10**Day 3:** Divide numbers just beyond the times tables (no remainders)**Day 4:** Divide numbers just beyond the times tables (no remainders)**Day 5:** Divide numbers just beyond the times tables (with remainders) | **Day 1:** Starter – Double numbers to 50**Day 2**: Starter – Halve even numbers to 100**Day 3:** Starter – Division facts for the 3 and 4 times tables**Day 4:**  Starter – 8 times table**Day 5:**  Starter – Find a time later | ***Multiplication and division*** **Day 1:** 1. Scale up by multiplying by 4 (double twice) and by 10**Day 2:** 1. Scale down by dividing by 4 (halve twice) and by 10**Day 3:** 1 Divide numbers just beyond the 3, 4 and 5 times tables (no remainders). **Day 4:** 1. Divide numbers just beyond the times tables (no remainders)**Day 5:** 1. Divide numbers just beyond the 3, 4, 5 and 8 times tables (with remainders) |
| 8 | ***Shape, measures and data*** **Day 1:** Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn **Day 2**: Identify whether angles are greater than or less than a right angle**Day 3:** Identify perpendicular and parallel lines**Day 4:** Count faces, vertices and edges of 3D shapes**Day 5:** Revise units of time | **Day 1:** Starter – Add multiples of ten**Day 2**: Starter – Multiply and divide by 10 on a PV grid**Day 3:** Starter – Match digital and analogue times, revise am and pm**Day 4:**  Starter – 3D shapes**Day 5:**  Starter – Months of the year | ***Shape, measures and data*** **Day 1:** 1. Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn **Day 2:** 1. Identify whether angles are greater than or less than a right angle **Day 3:** 1. Sort shapes according to whether they have parallel lines, perpendicular lines or both**Day 4:** 1. Count faces, vertices and edges of 3D shapes.Look for patterns and generalise **Day 5:** 1. Know units of time and the relationship between them |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Main focus of teaching and activities each day** | **Starter**  | **Outcomes of each day** |
| 9 | ***Fractions*** **Day 1:** Understand tenths, and find tenths of amounts **Day 2**: Fractions as numbers and as operators; find unit fractions of quantities**Day 3:** Find non-unit fractions of amounts**Day 4:** Find fractions which are equivalent to ½ and to ¼ **Day 5:** Add and subtract fractions with the same denominator within one whole | **Day 1:** Starter – Multiply and divide by 10**Day 2**: Starter – Halve even numbers to 100**Day 3:** Starter – Division facts for 3 times table**Day 4:**  Starter – Place fractions on a line**Day 5:**  Starter – Fractions with a total of 1 | ***Fractions*** **Day 1:** 1. Understand the concept of tenths2. Find one tenth, then several tenths of multiples of 10**Day 2:** 1. Understand fractions as numbers and as operators2. Find unit fractions of amounts **Day 3:** 1. Find non-unit fractions of amounts **Day 4:** 1. Find fractions which are equivalent to ½ and to ¼**Day 5:** 1. Add and subtract fractions with the same denominator, answers less than 1, using a supporting image |
| 10 | ***Addition or subtraction*** **Day 1:** Revise adding three or four 2-digit numbers using compact addition; estimate answers **Day 2**: Use column addition to add three 3-digit numbers**Day 3:** Use column addition to amounts of money (one ‘carry’ between 1ps and 10ps or from 10ps to £s)**Day 4:** Use column addition to amounts of money; Revise finding the change from £5, £10 and £20 using Frog**Day 5:** Find change from £100 using Frog | **Day 1:** Starter – Add 3 multiples of 10**Day 2**: Starter – Round 3-digit numbers to nearest 100**Day 3:** Starter – Round amounts of money to the nearest pound**Day 4:**  Starter – Say the amount need to make £1**Day 5:**  Starter – Subtraction facts | ***Addition or subtraction*** **Day 1:** 1. Add three or four 2-digit numbers using compact addition2. Use rounding to estimate answers **Day 2:** 1. Use column addition to add three 3-digit numbers2. Use rounding to estimate answers**Day 3:** 1. Use column addition to add two amounts of money2. Use rounding to estimate answers**Day 4:** 1. Use counting up (Frog) to find change from £5, £10 and £20**Day 5:** 1. Use counting up (Frog) to find change from £100 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Main focus of teaching and activities each day** | **Starter**  | **Outcomes of each day** |
| 11 | ***Addition and subtraction/Multiplication and division*****Day 1:** Add 3-digit numbers using place value; Add near multiples of 100 **Day 2**: Subtract 3-digit numbers using place value; Subtract near multiples of 100**Day 3:** Use the grid method to multiply 2-digit numbers (numbers < 40) by 1-digit numbers**Day 4:** Divide numbers within and just beyond the times tables (with remainders)**Day 5:** Solve correspondence problems | **Day 1:** Starter – Adding multiples of 10 and 100 to 3-digit numbers**Day 2**: Starter – Place value subtractions**Day 3:** Starter – 30 times table**Day 4:**  Starter – Division facts for the 4 times table**Day 5:**  Starter – 8 times table  | ***Addition and subtraction/Multiplication and division*****Day 1:** 1. Add three-digit numbers using place value2. Add near multiples of 100**Day 2:** 1. Subtract three-digit numbers using place value2. Subtract near multiples of 100**Day 3:** 1. Use the grid method to multiply numbers between 20 and 40 by 1-digit numbers**Day 4:** 1. Divide numbers within and just beyond the times tables (with remainders)**Day 5:** 1. Solve correspondence problems |

***Title of topic – colour code (see below)***

**GREEN – Place Value or number
ORANGE – Addition or subtraction
PURPLE – Multiplication or division (inc. scaling or square/cube numbers or multiples and factors...)**
**GREY – Fractions or decimals or percentages or ratio
BLUE – shape or measures or data
BROWN – Algebra**
**BROWN – Algebra**

**The Hamilton plans do provide resources for practice of the relevant algorithms, skills and the reinforcement of crucial understandings.** However, some teachers may prefer to use textbooks as an additional source of practice.  We have agreed with Pearson, the publisher of Abacus, that we can reference the Abacus textbooks and that they will do a special deal if any Hamilton users wish to purchase a set of these textbooks.  These are new books, written specifically to match the new National Curriculum.  Any schools wishing to follow this up should go to this webpage:

<http://www.pearsonschoolsandfecolleges.co.uk/Primary/GlobalPages/AbacusFriendsofHamiltonTrust/SpecialOfferforFriendsofHamiltonTrust.aspx>