

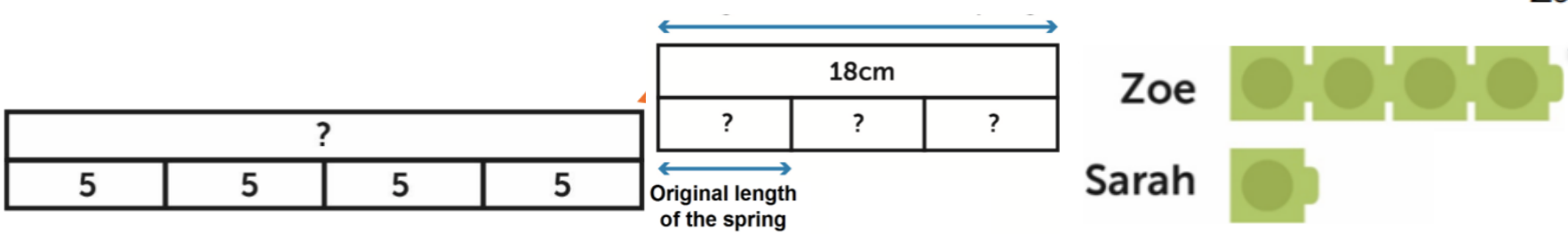


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: LS29 – Multiplication, Division and Fractions – Scaling and Correspondence Problems

YEAR GROUP: 3

TERM: Summer 1

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>Multiplication</li><li>Division</li><li>Scaling</li><li>Integer</li><li>Correspondence</li><li>Fractions</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>Multiplication</li><li>Division</li><li>Scaling</li><li>Bar modelling</li></ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"><li>Multiplication facts for 2, 5, 10 tables</li><li>Division facts for 2, 5, 10 tables</li><li>Solve problems with multiplication and division facts</li><li>Understanding arrays</li><li>Fact families</li><li>Sharing</li><li>Grouping</li><li>Having 2-digit and 3-digit numbers</li><li>Sharing 2-digit and 3-digit numbers</li></ul>
<p><b>Illustration/worked models/useful resources</b></p>  <p>The diagram illustrates a spring problem. On the left, a horizontal bar is divided into four equal segments, each labeled '5'. Above this bar is a larger rectangle with a question mark '?' inside. To the right, another horizontal bar is divided into three equal segments, each labeled '?'. Above this bar is a larger rectangle labeled '18cm'. A blue double-headed arrow above the '18cm' bar indicates its total length. A blue double-headed arrow below the 'Original length of the spring' label points to the length of one segment in the '5' bar. To the right of the bars, the names 'Zoe' and 'Sarah' are listed. Next to 'Zoe' is a row of four green circles, and next to 'Sarah' is a single green circle.</p>		