

These plans guide you through teaching a daily 15-minute Number Fact Fluency session in Year 3. They are for classes who have already been taught the programme in Year 2. If your class are new to the programme, use our 'Getting Going' plans for Year 3 which include explicit teaching of the early stages.

To use these plans you will need to be familiar with the three-part number fact fluency session structure of **review**, **teaching** and **practice**. This is explained in the daily number fact session guidance in the **Number Fact Fluency programme support section**.

These plans start with a yearly overview.

In Year 3, you will review calculating across 10 (Stage 5) and 2 digit calculation (Stage 6) and then extend the children's understanding of these concepts in Stage 5 and 6 books specifically written for Year 3 children which the children won't have been taught in Year 2.

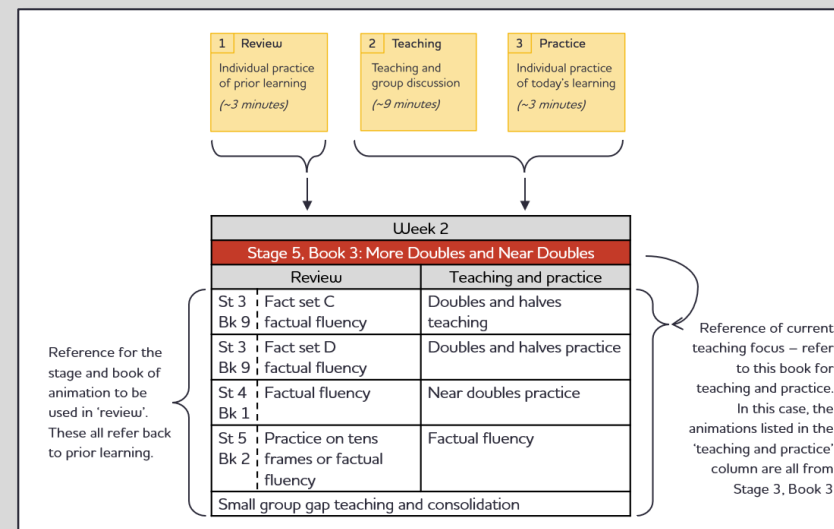
Year 3		Yearly Overview						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Autumn 1	Stage 5 Book 1 (review) Make Ten and Then: Addition	Stage 5 Book 2 (review) Make Ten and Then: Subtraction	Stage 5 Book 3 (review) More Doubles and Near Doubles	Stage 5 Book 4 (review) Adjusting	Stage 5 Book 5 Make Ten and Then: Subtraction Part 2	Stage 6 Book 6 Make Ten and Then: Subtraction Part 2	Stage 6 Book 7 Year 3 Strategy Selection Part 2	
Autumn 2	Stage 6 Books 1 – 3 (review) Calculating with multiples of 10 Calculating with ones Calculating with tens	Stage 6 Books 3 – 5 (review) Calculating with tens Make the next 10 and then Make the previous 10 and then	Stage 6 Year 3 Strategy Selection	Stage 6 Year 3 Strategy Selection	Stage 6 Year 3 Strategy Selection	Stage 6 Year 3 Strategy Selection		

There is a plan for each half term showing you how to move through the programme on a day by day basis.

Year 3		Autumn 2					
		Week 1		Week 2		Week 3	
		Stage 6, Books 1 – 3		Stage 6, Books 3 – 5		Stage 6, Book 6: Strategy Selection	
		Review	Teaching and practice	Review	Teaching and practice	Review	Teaching and practice
St 5 : Bk 7 :	Factual fluency	St 6 : Bk 1 :	Adding tens Subtracting tens	St 5 : Bk 7 :	Factual fluency	St 6 Bk 3 : Bk 7 :	Factual fluency
St 5 : Bk 7 :	Factual fluency	St 6 : Bk 1 :	Factual fluency	St 5 : Bk 7 :	Factual fluency	St 6 Bk 4 : Bk 7 :	Practice on number line
St 5 : Bk 7 :	Factual fluency	St 6 : Bk 2 :	Adding ones Subtracting ones	St 5 : Bk 7 :	Factual fluency	St 6 Bk 4 : Bk 7 :	Factual fluency
St 5 : Bk 7 :	Factual fluency	St 6 : Bk 2 :	Factual fluency	St 5 : Bk 7 :	Factual fluency	St 6 Bk 5 : Bk 7 :	Practice on number line
St 5 : Bk 7 :	Factual fluency	St 6 : Bk 3 :	Adding tens	St 5 : Bk 7 :	Factual fluency	St 6 Bk 5 : Bk 7 :	Factual fluency
		Week 4		Week 5		Week 6	
		Stage 6, Book 6: Strategy Selection		Stage 6, Book 6: Strategy Selection		Stage 6, Book 6: Strategy Selection	
		Review	Teaching and practice	Review	Teaching and practice	Review	Teaching and practice
St 6 : Bk 4 :	Factual fluency	Calculation D	St 3 : Bk 9 :	Fact Set B factual fluency	Calculation G	St 5 : Bk 7 :	Factual fluency
Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation	
St 6 : Bk 5 :	Factual fluency	Calculation E	St 3 : Bk 9 :	Fact Set C factual fluency	Calculation H	St 5 : Bk 7 :	Factual fluency
Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation	
St 3 : Bk 9 :	Fact Set A Factual fluency	Calculation F	St 3 : Bk 9 :	Fact Set D factual fluency	Calculation I	St 5 : Bk 7 :	Factual fluency
Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation		Small group gap teaching and consolidation for children who need more teaching of mental calculation	

For each day we indicate one animation to use in the **review** section of the session, and a second animation to use in the **teaching and practice** parts of the session.

During Autumn 1, the review section focuses on adding and subtracting within 10 (Stage 3) to embed fluency in these facts after the summer holidays.



Stage 4 Book 1 Teaching Progression		
<p>The unit 8 facts</p>	<p>The numbers 11 – 20 are made up of 'Ten and a bit'. Recognising and understanding the 'ten and a bit' structure of these numbers enables easy calculation of addition and subtraction facts involving their constituent parts eg $11 + 10 = 21$, $17 - 7 = 10$, $12 - 10 = 2$</p>	
<p>In Stage 3 the children learn strategies for all of the within 10 facts. Stage 4 is much shorter – just one book – and starts teaching to recall 10 facts. In Number Sense Maths we spend time teaching the children two alternative names for these numbers. One the standard English name (eg. eleven, seven), and then also use all the 'structural' names (eg. three for eleven and one ten for seven) eg. eleven children or three in the structural names, then they will have a strong sense of the ten and a bit within these numbers and so recall the ten and a bit addition and subtraction calculations follow relatively easily. The within 10 facts taught in Stage 3 should be revisited in session starters every day, and our daily plans guide you to do this. This helps the principal retrieval practice will ensure it sticks and then offers for children to remember and apply the Stage 3 strategies, and children's fluency on within 10 facts will continue to develop.</p>	<p>Prior knowledge learning pairs Children need to be able to recognise two frames: arrangements of quantities to 10, grouped into tens and ones units, which they have had plenty of practice doing now:</p>	
<p>Learning outcome 1: Children understand they are learning a defined set of facts.</p>	<p>Dimension 1: Grids build-up This animation visually summarises the facts children need to be fluent in, the facts they already have a strategy for all of the within 10 Stage 3 facts, and the facts covered by the strategy it gives children a sense they are building towards this. This is the first set of facts they will reach in Year 1.</p>	
<p>Learning outcome 2: Children can count forwards and backwards through tens numbers, using both English names and structural names.</p>	<p>Dimension 2: Dual counting This animation supports children to make a connection between the English name of numbers (eg. 'seven') and the structure in this case, ten and seven by teaching two different ways to count through the tens numbers using both English names (eg. the 'seven, seven') and also what we call the 'structural' name (ones for eleven and one ten and seven for eleven).</p>	<p>Example image from animation:</p>
<p>Learning outcome 3: Children can calculate the quantities 11 to 20 when organised in tens frames as a ten and a bit structure.</p>	<p>Dimensions 3, 4 & 5: Conceptual labelling with names and materials, Other ten and a bit models. These animations support children to be able to both say a name and write the numeral for ten and a bit numbers when shown a ten and a bit structure. They support pupils to connect linking the structure (ten and one) to the English name (eleven), and also how the numbers 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 can be written the numerals used to represent ten and a bit numbers.</p>	<p>Example image from animation:</p>
<p>Learning outcome 4: Children can identify missing parts or wholes in ten and a bit calculations.</p>	<p>Dimension 6: Parts and wholes This animation children's knowledge of the ten and a bit structure of numbers to combine a ten and some ones, or partition a ten and a bit number into the ten and some parts.</p>	<p>Example image from animation:</p>
<p>Learning outcome 5: Children use their knowledge of the ten and a bit structure to solve calculations such as $10 + 5$, $5 + 10$, $15 - 5$ and $15 - 10$</p>	<p>Dimensions 7, 8, 9 & 10: Ten and a bit calculations. These animations bring equations in for the first time. Like all of our strategy books, children have developed their understanding they need to add and subtract ten before meeting the equations. The equations are just used to represent something the children already know. The first two animations use models to make this link explicit. The first two animations provide practice solving equations in and out of context.</p> <p>$5 + 10 = 15$</p>	

Within the Teaching Resources section of the Teacher Portal there is a **teaching progression summary** for each book.

This provides pedagogical guidance for the book, and outlines learning outcomes for the children, matched to the teaching animations. This tells you what to focus on as you progress through the teaching animations for each book.

To be ready to teach, we suggested you have printed out and to hand:

- The relevant half termly overview from these plans so you know what animations to use each day
- The progression summary for the book you are teaching that week so you know what mathematics to draw out of them.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stage 5 Book 1 (review)	Stage 5 Book 2 (review)	Stage 5 Book 3 (review)	Stage 5 Book 4 (review)	Stage 5 Book 6	Stage 6 Book 6	Stage 6 Book 7
	Make Ten and Then: Addition	Make Ten and Then: Subtraction	More Doubles and Near Doubles	Adjusting	Make Ten and Then: Subtraction Part 2	Make Ten and Then: Subtraction Part 2	Strategy Selection Part 2
Autumn 2	Stage 6 Books 1 – 3 (review)	Stage 6 Books 3 – 5 (review)	Stage 6 Book 6	Stage 6 Book 6	Stage 6 Book 6	Stage 6 Book 6	
	Calculating with multiples of 10 Calculating with ones Calculating with tens	Calculating with tens Make the next 10 and then Make the previous 10 and then	Strategy Selection	Strategy Selection	Strategy Selection	Strategy Selection	

The teaching of the Number Fact Fluency programme is completed by the end of Autumn 2 in Year 3. We suggest that you move onto using your daily fluency sessions for times tables from Spring 1 of Year 3 onwards.

Stage 5 Book 5 has intentionally been left out as in Year 3 strategy selection is taught in Stage 5 Book 7.

Week 1			Week 2			Week 3		
Stage 5, Book 1: Make Ten and Then Addition (review)			Stage 5, Book 2: Make Ten and Then Subtraction (review)			Stage 5, Book 3: More Doubles and Near Doubles (review)		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 9	Fact Set A with strategy prompts	Addend of 9 practice	St 3 Bk 9	Fact Set A with strategy prompts	Subtraction to 9 practice	St 3 Bk 9	Fact Set A factual fluency	Doubles and halves fluency
St 3 Bk 9	Fact Set B with strategy prompts	Addend of 8 and 7 practice	St 3 Bk 9	Fact Set B with strategy prompts	Subtraction to 8 and 7 practice	St 3 Bk 9	Fact Set B factual fluency	Doubles and halves practice
St 3 Bk 9	Fact Set C with strategy prompts	Practice on tens frames	St 3 Bk 9	Fact Set C with strategy prompts	Practice on tens frames	St 3 Bk 9	Fact Set C factual fluency	Near doubles practice
St 3 Bk 9	Fact Set D with strategy prompts	Factual fluency	St 3 Bk 9	Fact Set D with strategy prompts	Factual fluency	St 3 Bk 9	Fact Set D factual fluency	Hidden doubles practice
Small group gap teaching and consolidation			Small group gap teaching and consolidation			St 4 Bk 1	Factual fluency	Factual fluency

Week 4			Week 5			Week 6		
Stage 5, Book 4: Adjusting (review)			Stage 5, Book 6: Make Ten and Then Subtraction Part 2			Stage 5, Book 6: Make Ten and Then Subtraction Part 2		
Review		Teaching and practice	Review		Teaching and practice	Review		Teaching and practice
St 3 Bk 9	Fact Set A factual fluency	Adding 9 practice	St 3 Bk 9	Fact Set A factual fluency	Tens frame subtraction from 10 teaching*	St 3 Bk 9	Fact Set A factual fluency	Number line 'subtracting up' teaching
St 3 Bk 9	Fact Set B factual fluency	Adding 8 practice	St 3 Bk 9	Fact Set B factual fluency	Tens frame subtraction from 10 practice*	St 3 Bk 9	Fact Set B factual fluency	Number line 'subtracting up' practice
St 3 Bk 9	Fact Set C factual fluency	Subtracting 9 practice	St 3 Bk 9	Fact Set C factual fluency	Tens frame subtraction from 10 practice*	St 3 Bk 9	Fact Set C factual fluency	Model through or from Select through or from
St 3 Bk 9	Fact Set D factual fluency	Subtracting 9 practice	St 3 Bk 9	Fact Set D factual fluency	Rekenrek subtraction from 10 teaching*	St 3 Bk 9	Fact Set D factual fluency	Model through or from Select through or from
St 4 Bk 1	Factual fluency	Factual fluency	St 4 Bk 1	Factual fluency	Rekenrek subtraction from 10 practice*	St 4 Bk 1	Factual fluency	Model through or from Select through or from

Note that Book 5 has intentionally been left out as in Year 3 strategy selection is taught in Book 7.

*Read the Stage 5 Book 6 progression summary carefully for guidance on use of alternative models. If not working return to main model for rest of week. If you have followed Number Sense from the start this is the tens frame.

Week 7		
Stage 5, Book 7: Strategy Selection Part 2		
Review		Teaching and practice
St 3 Bk 9	Fact Set A factual fluency	Fact Set A
St 3 Bk 9	Fact Set B factual fluency	Fact Set B
St 3 Bk 9	Fact Set C factual fluency	Fact Set C
St 3 Bk 9	Fact Set D factual fluency	Fact Set D
St 4 Bk 1	Factual fluency	

Week 1				Week 2				Week 3			
Stage 6, Books 1 – 3				Stage 6, Books 3 – 5				Stage 6, Book 6: Strategy Selection			
Review		Teaching and practice		Review		Teaching and practice		Review		Teaching and practice	
St 5 Bk 7	Factual fluency	St 6 Bk 1	Adding tens Subtracting tens	St 5 Bk 7	Factual fluency	St 6 Bk 3	Factual fluency	St 6 Bk 1	Factual fluency	Calculation A	
St 5 Bk 7	Factual fluency	St 6 Bk 1	Factual fluency	St 5 Bk 7	Factual fluency	St 6 Bk 4	Practice on number line	Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection			
St 5 Bk 7	Factual fluency	St 6 Bk 2	Adding ones Subtracting ones	St 5 Bk 7	Factual fluency	St 6 Bk 4	Factual fluency	St 6 Bk 2	Factual fluency	Calculation B	
St 5 Bk 7	Factual fluency	St 6 Bk 2	Factual fluency	St 5 Bk 7	Factual fluency	St 6 Bk 5	Practice on number line	Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection			
St 5 Bk 7	Factual fluency	St 6 Bk 3	Adding tens	St 5 Bk 7	Factual fluency	St 6 Bk 5	Factual fluency	St 6 Bk 3	Factual fluency	Calculation C	

Week 4				Week 5				Week 6			
Stage 6, Book 6: Strategy Selection				Stage 6, Book 6: Strategy Selection				Stage 6, Book 6: Strategy Selection			
Review		Teaching and practice		Review		Teaching and practice		Review		Teaching and practice	
St 6 Bk 4	Factual fluency	Calculation D		St 3 Bk 9	Fact Set B factual fluency	Calculation G		St 5 Bk 7	Factual fluency	Calculation J	
Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection				Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection				Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection			
St 6 Bk 5	Factual fluency	Calculation E		St 3 Bk 9	Fact Set C factual fluency	Calculation H		St 5 Bk 7	Factual fluency	Calculation K	
Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection				Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection				Small group gap teaching and consolidation for children who need more teaching of two-digit strategy selection			
St 3 Bk 9	Fact Set A factual fluency	Calculation F		St 3 Bk 9	Fact Set D factual fluency	Calculation I		St 5 Bk 7	Factual fluency	Calculation L	