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|  | **Week 1** | **Week 2** | **Week 3** | **Week****4**  | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** | **Week 16** |
| **Autumn** | **Place value** | **Addition and subtraction** |  | **Measurement:****Money** | **Multiplication and division** |
| **Spring** | **Multiplication and division** | **Statistics** | **Geometry:****Properties of shape** |  | **Fractions** |  |
| **Summer** | **Measurement:****Length and height** | **Geometry:****Position and direction** | **Problem solving and** **consoldiation** |  | **Measurement:****Time** **Mass, capacity and temperature** |  |



**Year 3 – Yearly Overview**

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| **Autumn** | **Spring** | **Summer** |
| **Number – Place Value** Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas.  |  **Statistics**Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.  | **Meaure – mass, capactity, temperature** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes |
| **Addition & Subtraction**Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract amounts of money to give change, using both £ and p in practical contexts. Measure, compare, add and subtract: lengths (m/cm/mm);mass (kg/g); volume/capacity (l/ml).  | **Fractions**Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] Solve problems that involve all of the above.  | **Time**Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. **Position and direction**Recognise angles as a property of shape or a description of a turnIdentify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| **Multiplication & Division**Write and calculate mathematical statements for multiplication and division using the multiplication tables they know,including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives.  | **Shape** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turnIdentify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | **Geometry – Properties of shape**Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.  |
| **Measurement** Add and subtract amounts of money to give change, using both £ and p in practical contexts |  |  |

**Each of the following objectives will be covered multiple times throughout the year within other curriculum areas, through homework and through morning tasks.**

* Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
* Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
* Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.
* Know the number of seconds in a minute and the number of days in each month, year and leap year.
* Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
* Compare durations of events [for example to calculate the time taken by particular events or tasks].
* Interpret data using bar charts, pictograms and tables.
* Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
* Measure the perimeter of simple 2D shapes.
* Count from 0 in multiples of 4, 8, 50 and 100

Each item listed below should be covered a **MINIMUM** of once per half term. This may be through homework or a morning task. When this has been covered, please highlight or tick off. This table will ensure that key concepts are covered a minimum of 6 times a year and will ensure that it becomes stuck in long-term memory.

Using your own professional judgement, you should fill other pieces of homework and morning tasks with the number work from the curriculum that you feel your children need to revisit.

Times tables MUST be done daily and at various points throughout EVERY DAY the children need to read the time and talk about time periods before other lessons etc. They also need to recognise key times within the school day (What time break time starts and ends and lunch time)

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| **Daily routines** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Telling the timeTimes tables | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Count from 0 in multiples of 4, 8, 50 and 100Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Know the number of seconds in a minute and the number of days in each month, year and leap year. Tell and write the time from an analogue clock and 24-hour clocks.Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight. Know the Roman numerals from I to XII and 12-hour Compare durations of events [for example to calculate the time taken by particular events or tasks]. Interpret data using bar charts using one and 2 step questions. 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