

Key Learning Coverage – Year 3

This table shows where the Key Learning is explicitly taught.

Teachers should take every opportunity to combine the learning from different areas of the mathematics curriculum, for example, using a measurement context when calculating and also to revisit learning on a regular basis through Starter sessions.

Key Learning: Number and Place Value	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100 		Wk 1 – multiples of 4	Wk 1 – multiples of 50 and 100 Wk 5 - multiples of 8		Wk 1	Wk 1
<ul style="list-style-type: none"> Count up and down in tenths 	Ongoing in Starters				Wk 5	
<ul style="list-style-type: none"> Read and write numbers up to 1000 in numerals and in words 	Wk 1	Ongoing				Wk 1
<ul style="list-style-type: none"> <i>Read and write numbers with one decimal place</i> 	Ongoing in Starters				Wk 5	
<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations (<i>including the number line</i>) 	Wk 1	Ongoing				Wk 1
<ul style="list-style-type: none"> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 	Wk 1	Ongoing especially when calculating				Wk 1
<ul style="list-style-type: none"> <i>Identify the value of each digit to one decimal place</i> 	Ongoing in Starters				Wk 5	
<ul style="list-style-type: none"> <i>Partition numbers in different ways (e.g. $146 = 100 + 40 + 6$ and $146 = 130 + 16$)</i> 	Wk 1	Ongoing especially when calculating				
<ul style="list-style-type: none"> Compare and order numbers up to 1000 	Wk 1	Ongoing in measurement and statistics				Wk 1
<ul style="list-style-type: none"> <i>Compare and order numbers with one decimal place</i> 	Ongoing in Starters				Wk 5	
<ul style="list-style-type: none"> Find 1, 10 or 100 more or less than a given number 	Wk 2		Wk 1	Ongoing in Starters		
<ul style="list-style-type: none"> <i>Round numbers to at least 1000 to the nearest 10 or 100</i> 	Wk 1	Ongoing when estimating calculations				
<ul style="list-style-type: none"> <i>Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer</i> 	Ongoing when calculating and in Starters					
<ul style="list-style-type: none"> <i>Describe and extend number sequences involving counting on or back in different steps</i> 		Wk 1	Wks 1 and 5		Wk 1	
<ul style="list-style-type: none"> <i>Read Roman numerals from I to XII</i> 	Recommend teaching in history topic on Romans					
<ul style="list-style-type: none"> Solve number problems and practical problems involving these ideas 	Wk 1	Ongoing				
Key Learning: Number - Addition and Subtraction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)</i> 	Wks 2, 5 and 6			Wk 2	Wks 2 and 5	Wk 2
<ul style="list-style-type: none"> <i>Select a mental strategy appropriate for the numbers involved in the calculation</i> 	Wks 2, 3 and 4		Wk 1		Wks 2 and 5	Wk 2
<ul style="list-style-type: none"> <i>Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context</i> 	Wks 2, 3 and 4		Wk 1	Wk 2	Wks 2 and 5	Wk 2

<ul style="list-style-type: none"> Recall/use addition/subtraction facts for 100 (multiples of 5 and 10) 	Ongoing in Starters					
<ul style="list-style-type: none"> Derive and use addition and subtraction facts for 100 	Wks 3 and 4					Wk 2
<ul style="list-style-type: none"> Derive and use addition and subtraction facts for multiples of 100 totalling 1000 	Ongoing in Starters					
<ul style="list-style-type: none"> Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds 	Wks 2, 3 and 4		Wk 1		Wk 2	Wk 2
<ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	Wk 5 + Wk 6 -			Wk 2	Wk 2	
<ul style="list-style-type: none"> Estimate the answer to a calculation and use inverse operations to check answers 	Wks 5 and 6		Wk 1	Wk 2	Wks 2 and 5	Wk 2
<ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	Wks 5 and 6			Wk 2	Wk 2	
Key Learning: Number - Multiplication and Division	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) 	Ongoing when calculating					
<ul style="list-style-type: none"> Select a mental strategy appropriate for the numbers involved in the calculation 		Wk 2 x Wk 3 ÷	Wk 3 ÷ Wks 5 and 6 x		Wk 3	
<ul style="list-style-type: none"> Understand that division is the inverse of multiplication and vice versa 	Applied when checking the results of a calculation and linked to objective below					
<ul style="list-style-type: none"> Understand how multiplication and division statements can be represented using arrays 			Wk 3 ÷			
<ul style="list-style-type: none"> Understand division as sharing and grouping and use each appropriately 			Wk 3			
<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 		Wk 1 – 3x and 4x	Wk 5 – 8x		Wks 1 and 3	Wk 2
<ul style="list-style-type: none"> Derive and use doubles of all numbers to 100 and corresponding halves 	Ongoing in Starters					
<ul style="list-style-type: none"> Derive and use doubles of all multiples of 50 to 500 	Ongoing in Starters					
<ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 		Wk 2 x Wk 3 ÷	Wk 3 ÷ Wks 5 and 6 x		Wk 3	
<ul style="list-style-type: none"> Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 		Wk 2 x Wk 3 ÷	Wk 3 ÷ Wks 5 and 6 x		Wk 3	

<ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division (<i>and interpreting remainders</i>), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 		Wk 2 x Wk 3 ÷	Wk 6		Wk 3	
Key Learning: Number - Fractions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$) 			Wk 2	Wk 3		Wk 3
<ul style="list-style-type: none"> Understand that finding a fraction of an amount relates to division 			Wks 2 and 3	Ongoing when applied to division		
<ul style="list-style-type: none"> Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10 					Wk 5	
<ul style="list-style-type: none"> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 			Wks 2 and 3			Wk 3
<ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 			Wk 2			Wk 3
<ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators 				Wk 3		Wk 3
<ul style="list-style-type: none"> Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] 				Wk 3		
<ul style="list-style-type: none"> Compare and order unit fractions, and fractions with the same denominators (<i>including on a number line</i>) 	Ongoing in Starters			Wk 3		
<ul style="list-style-type: none"> Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ 	Ongoing in Starters					
<ul style="list-style-type: none"> Solve problems that involve all of the above 				Wk 3		
Key Learning: Measurement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	Wk 3 – length		Wk 4 – volume and capacity and mass		Wk 2	Wk 4
<ul style="list-style-type: none"> Continue to estimate and measure temperature to the nearest degree (°C) using thermometers 	Ongoing in Starters					
<ul style="list-style-type: none"> Understand perimeter is a measure of distance around the boundary of a shape 	Wk 3				Wk 2	Wk 4
<ul style="list-style-type: none"> Measure the perimeter of simple 2-D shapes 	Wk 3				Wk 2	Wk 4
<ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 		Wk 4		Wk 5		
<ul style="list-style-type: none"> Estimate/read time with increasing accuracy to the nearest minute 		Wk 4		Wk 5		
<ul style="list-style-type: none"> Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight 		Wk 4		Wk 5		
<ul style="list-style-type: none"> Know the number of seconds in a minute and the number of days in each month, year and leap year 		Wk 4		Wk 5		
<ul style="list-style-type: none"> Compare durations of events [for example to calculate the time taken by particular events or tasks] 				Wk 5		
<ul style="list-style-type: none"> Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence 	Ongoing when solving problems involving money					

<ul style="list-style-type: none"> Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1 	Ongoing when solving problems involving money					
<ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts 					Wk 5	
<ul style="list-style-type: none"> Solve problems involving money and measures and simple problems involving passage of time 		Wks 2, 3 and 4	Wk 4 Wk 6	Wk 5	Wks 2, 3 and 5	Wks 1, 2 and 3
Key Learning: Geometry - Properties of Shape	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 	Wk 3 – 2-D	Wk 5 – 3-D		Wk 1	Wk 4 – 2-D Wk 6 – 3-D	
<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn 	Wk 3			Wk 1	Wk 4	
<ul style="list-style-type: none"> 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 				Wk 1	Wk 4	
<ul style="list-style-type: none"> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines 		Wk 5		Wk 1	Wk 4	
Key Learning: Geometry - Position and Direction	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Describe positions on a square grid labelled with letters and numbers 				Wk 4		
Key Learning: Statistics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects 		Wks 1 and 5	Wk 5	Wk 1	Wks 4 and 6	
<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables 	Wk 4				Wk 1	Wk 5
<ul style="list-style-type: none"> 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 	Wk 4			Wk 2		Wk 5