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| **Term and Approximate Week** | **Year 3 Unit and National Curriculum Objectives** |
| **Autumn 1** |  |
| **Week 1,2 and 3** | **Place Value**   * identify, represent and estimate numbers to 1000 using different representations * 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 * count from 0 in multiples of 100 * find 10 or 100 more or less than a given number * solve number problems and practical problems involving these ideas * count from 0 in multiples of 4, 8 50 and 100 |
| **Week 4,5,6 and 7** | **Addition and 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 |
| **Autumn 2** |  |
| **Week 1** | **Addition and 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 |
| **Week 2,3,4,5,6 and 7** | **Multiplication and Division**   * recall and use multiplication and division facts for the 3 and 4 and 8 multiplication tables * 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* objects * recall and use multiplication and division facts for the 3 and 4 and 8 multiplication tables * 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* objects |
| **Spring 1** |  |
| **Week 1** | **Multiplication and Division**   * recall and use multiplication and division facts for the 3 and 4 and 8 multiplication tables * 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* objects * recall and use multiplication and division facts for the 3 and 4 and 8 multiplication tables * 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* objects |
| **Week 2,3 and 4** | **Measurement Length and Perimeter**   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * measure the perimeter of simple 2-D shapes * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| **Week 5 and 6** | **Fractions**   * 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 * 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 show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [e.g. + = ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above |
| **Spring 2** |  |
| **Week 1** | **Fractions**   * 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 * 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 show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [e.g. + = ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above |
| **Week 2,3 and 4** | **Measurement Mass and Capacity**   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| **Week 5 and 6** | **Fractions**   * 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 * 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 show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [e.g. + = ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above |
| **Summer 1** |  |
| **Week 1 and 2** | **Measurement Money**   * add and subtract amounts of money to give change, using both £ and p in practical contexts |
| **Week 3,4 and 5** | **Measurement Time**   * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * estimate and read time with increasing accuracy to the nearest minute * record and compare time in terms of seconds, minutes, hours and o’clock * 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 * compare durations of events [for example to calculate the time taken by particular events or tasks |
| **Week 6** | **Shape**   * Recognise that angles are 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 * identify horizontal and vertical lines and pairs of perpendicular and parallel lines * draw 2-D shapes and make 3-D shapes using modelling materials * recognise 3-D shapes in different orientations and describe them * measure the perimeter of simple 2-D shapes |
| **Summer 2** |  |
| **Week 1** | **Shape**   * Recognise that angles are 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 * identify horizontal and vertical lines and pairs of perpendicular and parallel lines * draw 2-D shapes and make 3-D shapes using modelling materials * recognise 3-D shapes in different orientations and describe them * measure the perimeter of simple 2-D shapes |
| **Week 2 and 3** | **Statistics**   * interpret and present data using bar charts, pictograms and tables * solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables |
| **Week 4,5,6 and 7** | **Consolidation** |