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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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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. $\frac{5}{7}$ + $\frac{1}{7}$ = $\frac{6}{7}$ ]
* compare and order unit fractions, and fractions with the same denominators
* solve problems that involve all of the above
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| **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
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| **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
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| **Week 5 and 6** | **Fractions*** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
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| **Summer 1** |  |
| **Week 1 and 2** | **Measurement Money*** add and subtract amounts of money to give change, using both £ and p in practical contexts
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| **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
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| **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
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| **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
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| **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
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| **Week 4,5,6 and 7** | **Consolidation**  |