Year 3 - Yearly overview

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
AUTUMN	PLACE VALUE			NUMBER – ADDITION & SUBTRACTION			NUMBER – MULTIPLICATION & DIVISION			NUMBER - FRACTIONS		CONSOLIDATION
SPRING	MEASUREMENT: LENGTH & PERIMETER			MEASUREMENT: MONEY	STATISTICS		NUMBER – ADDITION & SUBTRACTION		MEASUREMENT: TIME			CONSOLIDATION
SUMMER	NUMBER - FRACTIONS			MEASUREMENT: MASS & CAPACITY			GEOMETRY – PROPERTIES OF SHAPE		NUMBER – MULTIPLICATION & DIVISION			CONSOLIDATION

AUTUMN TERM 1

PLACE VALUE WEEKS 1-3

- 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.
- Count from 0 in multiples of 4, 8, 50 and 100

NUMBER – ADDITION & SUBTRACTION WEEKS 4-6 (not crossing 10 or 100)

- 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.

AUTUMN TERM 2

NUMBER – MULTIPLICATION & DIVISION WEEKS 7-9 (CONCENTRATING ON TIMES TABLE FACTS AND BEING ABLE TO APLLY THESE)

- **Count from 0 in multiples of 4, 8, 50 and 100**
- **Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.**
- **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.

NUMBER – FRACTIONS WEEKS 10-11

- 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.
- Solve problems that involve all of the above.

SPRING 1

MEASUREMENT: LENGTH & PERIMETER WEEKS 1-3

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2D shapes.

MEASUREMENT: MONEY WEEK 4

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

STATISTICS WEEKS 5-6

- 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.

SPRING 2
NUMBER – ADDITION & SUBTRACTION (WEEKS 7-8 – crossing the 10s/100 barrier)

- 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.

MEASUREMENT: TIME WEEKS 9-11

- 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 and hours.
- 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].

SUMMER 1

NUMBER – FRACTIONS WEEKS 1-3

- 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, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$)

- Solve problems that involve all of the above.

MEASUREMENT: MASS & CAPACITY WEEKS 4-6

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

SUMMER 2

GEOMETRY – PROPERTIES OF SHAPE WEEKS 7-8

- 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.
- 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.

NUMBER – MULTIPLICATION & DIVISION WEEKS 9-11

- **Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.**
- 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.

Objectives to build in during extra weeks or during starter sessions:

- Identify the value of each digit to one decimal place.
- Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16).
- Round numbers to at least 1000 to the nearest 10 or 100.
- Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.
- Describe and extend number sequences involving counting on or back in different steps.
- Read Roman numerals from I to XII.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Select a mental strategy appropriate for the numbers involved in the calculation.

- Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.
- Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).
- Derive and use addition and subtraction facts for 100.
- Derive and use addition and subtraction facts for multiples of 100 totalling 1000.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Understand that division is the inverse of multiplication and vice versa.
- Understand how multiplication and division statements can be represented using arrays.
- Understand division as sharing and grouping and use each appropriately.
- Derive and use doubles of all numbers to 100 and corresponding halves.
- Derive and use doubles of all multiples of 50 to 500.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Continue to estimate and measure temperature to the nearest degree (°C) using thermometers.
- Understand perimeter is a measure of distance around the boundary of a shape.
- Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.
- Recognise that ten 10p coins equal £1 and that each coin is 1/10 of £1.
- Solve problems involving money and measures and simple problems involving passage of time.

Underline objectives are KEY LEARNING OBJECTIVES in KLIPs.