

Year 3 term 1&2



Points in italics are either where statements have been moved from other year groups or to support progression where no statement is given

	<p><u>Oral and Mental calculation</u></p> <ul style="list-style-type: none"> ➤ Read and write numbers to at least 200 in numerals and words ➤ Count on and back in 1s, 10 s or 100 s from any two- or three-digit number to at least 200. ➤ Count from 0 in multiples of 2,,4, 5, 10 , and 100 ➤ Count in fraction steps, <i>e.g.</i> $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$... ➤ Order a set of random numbers to at least 200. ➤ Extend number sequences involving counting on or back in different steps- link to scales. ➤ Find 1, 10 or 100 more/less than a given number to at least 200 ➤ Recall multiplication and division facts for 2x, 4x 5x and 10 tables ➤ Add and subtract mentally HTO +/-O and HTO +/-H ➤ Recall and use number facts to 20 ➤ Derive number facts up to 100 ➤ Add two or more multiples of 10 ➤ Add two or more multiples of 5 ➤ Add three or more one digit numbers ➤ Double and halve numbers to 50 ➤ Use “see 9 or 11 but think 10 “ or” see 99 but think 100” when calculating mentally ➤ Find differences by counting up ➤ Solve missing number problems ➤ Revise names and properties of 2D and 3D shapes
Week	Main focus of teaching
1	<p><u>Number and place value</u></p> <ul style="list-style-type: none"> • <i>Continue to count in ones, tens and hundreds</i> • Recognise the place value of three digit numbers to at least 200 • <i>Partition numbers in different ways</i> • Partition and re-partition 2 and 3 digit numbers to at least 200 • Compare and order numbers to at least 200 • Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) to at least 200. • Identify, represent and estimate numbers using different representations, <i>including the number line.</i> • <i>Round numbers to at least 200 to the nearest 10 or 100 using a number line .</i> • Find 1, 10 or 100 more or less than a given number • Solve problems involving number and place value.

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2	<p><u>Addition and subtraction to 200 to solve problems</u></p> <ul style="list-style-type: none">• <i>Ensure children think –can I do it in my head, with some jottings or by using a written method</i>• <i>Ensure range of questions that require either take away or difference for subtraction.</i>• Estimate answers to calculations• <i>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</i><ul style="list-style-type: none">- <i>2-digit number and ones</i><ul style="list-style-type: none">- <i>a 2-digit number and tens</i>- <i>two 2-digit numbers. (Year 2 objective)</i>• Add numbers mentally, including: combinations of two digit numbers or of three-digit number and ones.• Subtract numbers mentally, including combinations of two digit numbers or of three-digit number and ones.• Begin to add two 2 digit numbers crossing the tens and/or hundred boundaries. Use a column method of written recording supported by manipulatives (answer less than 200)• Begin to subtract a 2 digit numbers from a 2 digit number crossing the tens using an expanded method of written recording and manipulatives• Solve missing number problems.• Use inverse to check the answers to calculations• Solve problems involving these ideas-use practical equipment to support.
3	<p><u>Measures –Money</u></p> <ul style="list-style-type: none">• <i>Ensure children think –can I do it in my head, with some jottings or by using a written method</i>• Estimate answers to calculations• Recognise coinage and bank notes• Add and subtract money to find totals and to give change to £2• Use inverse to check the answers to calculations• Use £ or p.• Solve problems, including missing number problems around money.
4	<p><u>Measures-length</u></p> <ul style="list-style-type: none">• Estimate, measure and compare lengths m , cm• Read and interpret the scale on a range of measuring equipment-rules, tapes etc• <i>Understand that perimeter is a measure of distance</i>

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	<ul style="list-style-type: none"> • Measure objects including the perimeter of simple 2 D shapes. • <i>Ensure children think –can I do it in my head, with some jottings or by using a written method</i> • Estimate answers to calculations • Apply measures to addition and subtraction problems • Use inverse to check answers to calculations • Solve problems involving length
5	<p><u>Fractions to solve problems</u></p> <ul style="list-style-type: none"> • Count up and down in $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{10}$ to 10 • Recognise, find and name fractions of a set of objects- a third, a half, a quarter and a tenth with whole number answers • Find $\frac{3}{4}$ of a set of objects • <i>Calculate fractions of amounts practically and link to division and to length money etc.</i> • Recognise and use fractions as numbers- thirds, halves, quarters and tenths • Solve problems involving fractions
6	<p><u>Multiplication and division to solve problems</u></p> <ul style="list-style-type: none"> • <i>Ensure children think –can I do it in my head, with some jottings or by using a written method</i> • Estimate answers to calculations • Count from 0 in multiples of 3 or 4. • <i>Describe and extend number sequences involving counting on or back in sizes different steps- link to manipulatives and arrays</i> • Recall and use multiplication and division facts for the 3 and 4 times tables. • Write and calculate number sentences for 2x, 3x, 4x, 5x, and 10x, tables and the related division facts –<i>link to arrays and manipulatives</i> • Use inverse to check answers to calculations • Solve missing number problems involving multiplications or division-<i>link to arrays and manipulatives</i> • <i>Solve multiplication or division problems involving money and measures.</i>
7	<p><u>Shape and position and direction</u></p> <ul style="list-style-type: none"> • <i>Continue to compare and sort common 3-D shapes and everyday objects. (Year 2 objective)</i> • Make and then describe 3D shapes using modelling materials -edges, vertices and faces

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	<ul style="list-style-type: none"> • Recognise 3D shapes in different orientations • Identify a right angle • Recognise angles as a description of a turn • Use correct vocabulary to describe rotation in terms of right angles ➤ 2 make a half turn , ➤ 3 a three quarter turn ➤ 4 a complete turn • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines-<i>link to right angles</i> • Solve problems involving shape • Solve problems involving position and /or direction
8	<p><u>Statistics</u></p> <ul style="list-style-type: none"> • Read and interpret a range of scales • Construct pictograms, bar charts and tables where the scale increases by 2, 3, 5 or 10 • Interpret pictograms, bar charts and tables • Answer one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts, pictograms and tables. • Solve problems involving statistics
9	<p><u>Measures -Time</u></p> <ul style="list-style-type: none"> • Estimate, read and write time to at least the nearest five minutes from an analogue clock • Record and compare time as 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. • Solve simple problems involving passage of time-<i>use a number line.</i>
10	<p><u>Assess and review</u></p>