Year 3 term 5&6

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

Oral and Mental calculation

- Read and write numbers to 1000 in numerals and words
- Partition three-digit numbers in different ways, *(e.g. 325 = 300 + 20 + 5 but is also 200 + 125 etc.).*
- Count on and back in 1s, 10 s or 100 s from any two- or three-digit number.
- Count from 0 in multiples of 2,3,4, 5, 8 , 10 , 50 and 100
- Find 1, 10 or 100 more/less than a given number
- Recall addition and subtraction facts for 10 ,20 and 100
- Mentally add groups of one digit numbers and/or multiples of 5 or 10.
- Add and subtract mentally:
  - 2 two-digit numbers
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds.
- Recall multiplication facts for 2, 3, 4, 5, 8 and 10 times tables and associated division facts.
- Describe and extend number sequences involving counting on or back in different steps.
- Double any number up to 100.
- Halve any number up to 200.
- Count in fraction steps, *e.g.* $^{1}/_{5}$, $^{2}/_{5}$, $^{3}/_{5}$,
- Solve missing number problems
- Identify and describe 2-D and 3D shapes

Week	Main focus of teaching
1	Number and place value to solve problems • Read and write numbers to at least 1000 in numerals and in words. • Compare and order numbers to 1000 • Find 1, 10 or 100 more or less than a given number within 1000. • Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). • Partition and re-partition 2 and 3 digit numbers to 1000 • Identify, represent and estimate numbers using different representations, *including the number line*. • *Solve problem with place value –link to measures, scales and comparing and ordering measurements /money* •

Year 3 term 5&6

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

2	Addition and subtraction to 1000 to solve problems • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate the answer to a calculation • Use inverse operations to check the answers. • **Add** two 3 digit numbers crossing the tens and/or hundred boundaries - column method of written recording (answer less than 1000) • **Subtract** a 2 or 3 digit numbers from a three digit number less than 1000 crossing the tens and hundreds boundaries- expanded method of written recording and possibly using a column method • Use inverse to check answers to calculations • Link to real life e.g. add and subtract amounts of money to give change, using both £ and p in practical contexts. • *Solve problems involving and measures and simple problems involving passage of time.*
3	Measures –Money to solve problems • Recognise coinage and bank notes • Use £ or p • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate the answer to a calculation • Add and subtract amounts of money to give change, using both £ and p in practical contexts to £10. • Use inverse to check answers to calculations • *Solve problems involving money.*
4	Measures-capacity/volume to solve problems • Read and write numbers to at least 1000 in numerals • *Read and interpret the scale on a range of measuring equipment* • Estimate, measure, compare volume/capacity • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate the answer to a calculation • Add and subtract volume/capacity (l/ml) • *Solve problems involving capacity* •

Year 3 term 5&6

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

5	Fractions to solve problems • Count up and down in ½, 1/3 ¼, 1/10 to 10 • Continue to recognise, find and name fractions of a set objects- thirds, halves , quarters and tenths, unit and non-unit fractions (whole number answers) • Continue to recognise and use fractions as numbers- thirds , halves , quarters and tenths unit and non-unit fractions with small denominators • Compare and order fractions with the same denominator • Recognise and show, using diagrams, equivalent fractions with small denominators • *link fractions of amounts to division by sharing* • *. Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate the answer to a calculation • Introduce addition of fractions with the same denominator within one whole (*practically and using diagrams*) e.g. 2/7 +4/7= • Introduce subtraction of fractions with the same denominator within one whole (*practically and using diagrams*) e.g. 5/7-1/7= • *Solve problems involving fractions –link to use money or measurement*
6	Multiplication and division to solve problems • Recall and use multiplication and division facts for the 2, 3, 4, 5 8 and 10 multiplication tables. • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • *Estimate answers to calculations* • Write and calculate number sentences for **multiplication** using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers, using mental and/or progressing to expanded written methods*(supported by manipulatives and arrays)* • Write and calculate number sentences for **division** using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to expanded written methods*(supported by manipulatives and arrays)* • Use inverse to check answers to calculations • Solve missing number problems involving multiplication or division • Solve positive integer scaling problems involving multiplications or

Year 3 term 5&6

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

	division • Solve correspondence problems in which n objects are connected to m objects involving multiplications or division
7	Shape and position and direction to solve problems • *Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective)* • *Compare and sort common 2-D and 3-D shapes and everyday objects. (Year 2 objective* • Recognise that angles are a property of a shape or a description of a turn. • Identify right angles and continue to relate them to turns • Identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • *Solve problems involving shapes or position and direction*
8	Statistics to solve problems • Construct scaled (in steps of 2,3 5 or 10) pictograms, bar charts and tables • Interpret pictograms, bar charts 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 ,pictograms and tables • Solve problems involving statistics.
9	Measures -Time to solve problems • Estimate and read time to a least the nearest five minutes • Record and compare time as seconds , minutes and hours • Use vocabulary of time • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate the answer to a calculation • *Solve problems in involving time*
10	Assess and review