

Year 3 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	Number – Place Value		Number – Addition and Subtraction				Number – Multiplication and Division				Measurement	
Spring	Number - Multiplication and Division			Measurement			Number - Fractions				Consolidation	
Summer	Number – fractions				Geometry – Properties of Shapes			Measurement			Statistics	Consolidation

Term by Term Objectives

Year 3

Year group	3	Term	Autumn
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><u>Number – place value</u> Identify, represent and estimate numbers using different representations.</p> <p>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).</p> <p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 50 and 100</p>		<p><u>Number – addition and subtraction</u> Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>				<p><u>Number – multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>			<p><u>Measurement</u> Measure, compare, add and subtract: lengths (m/cm/mm).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.</p>		

Term by Term Objectives

Year 3

Year group	3	Term	Spring
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><u>Number – multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>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.</p> <p>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.</p>			<p><u>Measurement</u> Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p>			<p><u>Number – fractions</u> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Count up and down in tenths.</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p>				<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	

Term by Term Objectives

Year 3

Year group	3	Term	Summer
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<p><u>Number – fractions</u></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Solve problems that involve all of the above.</p>				<p><u>Geometry – properties of shape</u></p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p>			<p><u>Measurement</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p>			<p><u>Statistics</u></p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>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.</p>		<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>