	Year 3				
	Autumn Term				
	Number: Place Value (4 weeks) 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 (3 weeks)** • 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.	**Number: Multiplication/Division (6 weeks)** • 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.	**Assessments/Consolidation /Plug gaps**	

	Spring Term				
Number: Place Value (1 week)	**Number: Multiplication and division (3 weeks)** • 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. .	**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 2D shapes.	**Number – fractions (3 weeks)** • 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	**Measurement – mass and capacity** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 3	**Spring assessments Consolidation /Plug gaps**

	Summer Term					
Number- Addition and subtraction/ Place Value	**Number – fractions** • 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,] • Solve problems that involve all of the above.	**Measurement – money** • Add and subtract amounts of money to give change, using both £ and p in practical contexts	**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 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	**Geometry – properties of shape** • 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	**Statistics** • 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.	**Summer Assessment**

			in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks].	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.		