**Weekly allocation of topics for Year 3**

The following table is a possible allocation for the programme of study for Year 3 across 36 weeks of the school year (Weeks 37 and 38 have no work allocated to them but can be used for remediation and revision activities).

It is guaranteed that the suggested progression will not work for any individual class. It is for the teacher to ensure pupils make smooth and steady progress by drawing on the materials as they see fit. This means that work can be repeated or amplified as appropriate or work can be brought forward as necessary.

Reminders are included throughout the programme for Year 3 that it is for the teacher to provide practice of written calculations for number work, and for applying pupils’ knowledge to measures, including length, mass/weight, volume/capacity, temperature and money. Although examples are given, teachers will need either to write their own exercises or draw them from other sources.

Topics printed in back have suggested teaching programmes within this document. Those printed in red must be planned for by the teacher.

Each heading in the table below is a hyperlink. By pressing [Ctrl] and clicking on the heading you will be taken to the relevant teaching programme.

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| ***Week*** | ***Topics*** |
|  | 104 Revise counting in steps of 2, 5 and 10 to 100  105 Recite number sequences from zero in multiples of eight  114 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables |
|  | 106 Recite number sequences from zero in multiples of four |
|  | 115 Recall and use the multiplication and division facts for the 4 and 8 multiplication tables  116 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods |
|  | 107 Understand 1000  109 Compare and order numbers up to 1000  110 Find 10 or 100 more or less than a given number |
|  | 108 Recite numbers in steps of 50 and 100 – or more ambitious sequences  111 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  112 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
|  | 113 Estimate the answer to a calculation and use inverse operations to check answers  117 Read and write numbers up to 1000 in numerals and in words |
|  | Assessment Week 1 – Revise previous Learning Objectives |
|  | 118 Solve number problems and practical problems involving numbers and place value to 1000  119 Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds |
|  | 131 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  132 Estimate and read time with increasing accuracy  149 Measure the perimeter of simple 2-D shapes |
|  | 112 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  116 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods |
|  | 119 Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds  120 Use inverse operations to check answers |
|  | 155 Recognise angles as a property of shape or a description of a turn  156 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 |
|  | 119 Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds  120 Use inverse operations to check answers |
|  | Assessment Week 2 – Revise previous Learning Objectives |
|  | 121 Recall and use multiplication and division facts for the multiplication tables of three and six  123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  150 Add and subtract amounts of money to give change, using both £ and p in practical contexts |
|  | 121 Recall and use multiplication and division facts for the multiplication tables of three and six  148 Know the number of seconds in a minute and the number of days in each month, year and leap year  151 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 |
|  | 112 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  116 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods |
|  | 127 Understand numerator and denominator as terms used for fractions and in division  128 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |
|  | 129 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  130 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominator |
|  | Assessment Week 3 – Revise previous Learning Objectives |
|  | 119 Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds  120 Use inverse operations to check answers  123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
|  | 152 Know the number of seconds in a minute and the number of days in each month, year and leap year  153 Compare durations of events [for example calculate the time taken by particular events or tasks] |
|  | 122 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  125 Recall and use multiplication and division facts for the multiplication tables of 2, 5, 10, 3, 6, 3, 4, and 8 |
|  | 126 Find unitary fractions using division of whole numbers |
|  | Assessment Week 4 – Revise previous Learning Objectives |
|  | 154 Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  157 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
|  | 158 Interpret and present data using bar charts, pictograms and tables  159 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 table |
|  | 122 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  125 Recall and use multiplication and division facts for the multiplication tables of 2, 5, 10, 3, 6, 3, 4, and 8 |
|  | 133 Add and subtract numbers with up to three digits, using formal written methods of columnar addition |
|  | 134 Add and subtract numbers with up to three digits, using formal written methods of columnar subtraction |
|  | Assessment Week 5 – Revise previous Learning Objectives |
|  | 112 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  116 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods |
|  | 136 Write calculations involving multiplication of multiples of ten  123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
|  | 158 Interpret and present data using bar charts, pictograms and tables  159 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 table |
|  | 119 Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds |
|  | 137 Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers, using mental methods  138 Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers, using formal written methods |
|  | Assessment Week 6 – Revise previous Learning Objectives |
|  | 139 Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental method  140 Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental methods written in the formal written way |
|  | 142 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 objects  143 Recognise and use fractions of numbers: unit fractions and non-unit fractions with small denominators |
|  | 144 Add and subtract fractions with the same denominator within one whole, for example, 5/7 + 1/7 = 6/7  145 Recognise and show, using diagrams, equivalent fractions with small denominators |
|  | 146 Compare and order unit fractions, and fractions with the same denominators  147 Solve problems using all operations with integers and fractions studied to this point; estimate answers to check accuracy. |
|  | 123 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  135 Estimate the answer to a calculation and use inverse operations to check answers  141 Solve problems, including missing number problems, involving multiplication and division. |