

Year 3 mid and short term - year overview

Year 3	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 ...all children should be able to: <ul style="list-style-type: none"> count in multiples of four from zero; count in multiples of eight from zero; count in multiples of 50 from zero; • count in multiples of 100 from zero; find 10 more or less than a given number up to 100; find 100 more or less than a given number up to 500; continue number sequences; recognise numbers in a variety of ways; partition numbers into hundreds, tens and ones; compare numbers using inequality and equality signs; order numbers up to 1000; read numbers up to 500 in numerals and words; solve problems involving multiples; solve problems involving place value; solve problems involving partitioning; solve problems involving comparing and ordering numbers; solve problems involving numbers in different representations; solve place value problems involving measures. ...some children will be able to: <ul style="list-style-type: none"> identify and sort numbers using set criteria; find 10 more or less than a given number up to 500; find 100 more or less than a given number up to 1100; partition numbers in a variety of ways; read numbers up to 1000 in numerals and words. ...most children will be able to: <ul style="list-style-type: none"> recognise multiples of four; recognise multiples of eight; recognise multiples of 50; • recognise multiples of 100; find missing numbers in a given sequence; find 10 more or less than a given number up to 300; find 100 more or less than a given number up to 990; read simple numbers up to 1000 in numerals and words 			Number - Addition and Subtraction ...all children should be able to: <ul style="list-style-type: none"> add and subtract three-digit numbers and ones with support; add and subtract three-digit numbers and tens with support; add and subtract three-digit numbers and hundreds with support; add numbers up to two digits using a formal written method, crossing the tens boundary; subtract numbers up to two digits using a formal written method, crossing the tens boundary; estimate to check answers to a calculation; select the correct operation to use and solve a problem; solve one-step problems involving two-digit numbers. ...some children will be able to: <ul style="list-style-type: none"> add and subtract a mixture of three-digit numbers and ones, tens and hundreds mentally; add two- and three-digit numbers using a formal written method, crossing the thousand-boundary; read numbers up to four digits using exchanging; estimate the answer to a calculation and use inverse operations to check answers; find multiple missing numbers using the inverse; solve one- and two-step problems; solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. ...most children will be able to: <ul style="list-style-type: none"> add and subtract three-digit numbers and ones mentally; add and subtract three-digit numbers and tens mentally; add and subtract three-digit numbers and hundreds mentally; add numbers up to three digits using a formal written method; subtract numbers up to three digits using a formal written method; use inverse operations to check answers to a calculation; find missing numbers using the inverse; solve one-step problems involving three-digit numbers. 				Number - Multiplication and Division ...all children should be able to: <ul style="list-style-type: none"> Recall multiplication and division facts for the 3x, 4x and 8x tables. Use multiplication facts from the 3x, 4x and 8x tables to solve word problems. Begin to identify patterns in the 3x, 4x and 8x tables when presented visually (e.g. coloured on a hundred square). Multiply multiples of 10 using known facts up to 12x. Use the grid method to multiply two and three-digit numbers. Use number lines to solve division problems beyond known facts. Solve missing number problems using known facts. Solve simple scaling and correspondence problems using facts from the 3x, 4x and 8x tables. 				1 week to complete termly assessments
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Spring	Number - Multiplication and Division ...most children will be able to: <ul style="list-style-type: none"> Recall multiplication and division facts for the 3x, 4x and 8x tables with increasing speed and accuracy. Use multiplication and division facts from the 3x, 4x and 8x tables to solve word problems with more than one step. Identify patterns in known multiplication tables. Multiply multiples of 10 (including three-digit numbers) mentally using known facts. Use the grid method to solve multiplication problems which go beyond known facts. Begin to use expanded multiplication when working with numbers beyond known facts. Use number lines to solve division problems beyond known facts with increasing accuracy and speed. Begin to use the bus stop method as a written method for division. Solve missing number problems which go beyond known facts. Solve scaling problems with increasing accuracy, beginning to work out the scale used from the measurements. Spotting patterns when solving correspondence problems and beginning to predict the number of possibilities. 			Measurement - Money ...all children should be able to: <ul style="list-style-type: none"> compare money amounts up to 50p; make different money combinations using coins up to 50p; choose the correct symbol <, > or = to compare the money amounts; add together up to three items in pence where the total equals up to 50p; add together up to three items in pounds where the total equals up to £100; calculate the change required when paying for a single item and several items, paying with 50p; 	Statistics ...all children should be able to: <ul style="list-style-type: none"> collect data in a tally chart; • collate data into a frequency table; create simple bar charts and pictograms; ask and answer one-step questions about simple charts, tables and diagrams. ...most children will be able to: <ul style="list-style-type: none"> create scaled bar charts and pictograms; create Venn and Carroll diagrams; create a table of information; ask and answer two-step questions about charts, tables and diagrams. ...some children will be able to: <ul style="list-style-type: none"> ask and answer more complex two-step questions about charts, tables and diagrams. 	Measurement - Length and Perimeter ...all children should be able to: <ul style="list-style-type: none"> estimate and measure in exact centimetres; estimate and measure in exact metres; estimate and measure in multiples of 10mm; measure and draw lines in centimetres and millimetres to the nearest 5mm; solve word problems by adding and subtracting two measurements in centimetres; solve addition problems involving metres by adding two three-digit numbers totalling up to 350m; solve subtraction problems involving metres by subtracting two three-digit numbers, not involving exchanging; solve addition and subtraction problems involving millimetres by adding three amounts; use <, > and = to compare two single-unit length measurements; order single-unit length measurements. ...most children will be able to: <ul style="list-style-type: none"> estimate and measure to the nearest centimetre; estimate and measure to the nearest metre; 	Number - Fractions ...all children should be able to: <ul style="list-style-type: none"> use resources to add and subtract fractions with the same denominator; use resources to compare and order unit fractions; share objects to find a fraction of a set of objects; identify pairs of equivalent fractions on a fraction wall. 	1 week to complete termly assessments				

	<p>...some children will be able to:</p> <ul style="list-style-type: none"> Quickly and accurately recall multiplication and division facts for the 3x, 4x and 8x tables. Solve mathematical problems and puzzles using known multiplication and division facts; identifying and explaining patterns and making predictions. Multiply multiples of 10 mentally. Use a range of written methods for multiplication and division with increasing confidence. 			<ul style="list-style-type: none"> compare money amounts up to £1.50; make different money combinations using coins up to £1.50; work out missing money amounts where the total and one amount is given; add together up to three items in pounds where the total equals up to £250; calculate the change required when paying for a single item and several items, paying with £2; compare money amounts up to £1.50; make different money combinations using coins up to £1.50; work out missing money amounts where the total and one amount is given; add together up to three items in pounds where the total equals up to £250; calculate the change required when paying for a single item and several items, paying with £2; 				<ul style="list-style-type: none"> estimate and measure in multiples of five millimetres; measure and draw lines in mixed units (centimetres and millimetres); solve word problems by adding and subtracting three measurements in centimetres; solve addition problems involving metres by adding two three-digit numbers totalling up to 550m; solve subtraction problems involving metres by subtracting two three-digit numbers involving exchanging; solve addition and subtraction problems involving millimetres by adding four amounts; use <, > and = to compare two mixed-unit length measurements; order mixed-unit length measurements; measure the perimeter of rectangles and squares; calculate the perimeter of rectangles and squares (all side measurements given); draw two different rectangles with the same perimeter; calculate the perimeter of squares (side measurements given); <p>...some children will be able to:</p> <ul style="list-style-type: none"> estimate and measure in whole and half centimetres; estimate and measure in whole and half metres; estimate and measure in multiples of one millimetre; order sets of mixed measurements; solve length problems involving calculating a missing number; 				
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Summer	Number - Fractions			Measurement – Time			Geometry – Shape and Space		Measurement - Mass and Capacity			1 week to complete termly assessments
	<p>...most children will be able to:</p> <ul style="list-style-type: none"> add and subtract fractions with the same denominator; compare and order simple fractions; use resources to identify equivalent fractions; complete fraction number lines and number sequences; use resources to support finding a fraction of a set of objects or number. <p>...some children will be able to:</p> <ul style="list-style-type: none"> use <, > and = to compare groups of fractions; place fractions appropriately on a blank number line; understand the link between tenths as fractions and as decimals; calculate unit and non-unit fractions of sets of objects or numbers; recall equivalents for unit and non-unit fractions; complete and create fraction number sequences. 			<p>...all children should be able to:</p> <ul style="list-style-type: none"> read the time in five-minute intervals on an analogue clock; read digital clocks in fifteen-minute intervals and state the time in analogue form; read the time in minute intervals on an analogue clock; <p>...some children will be able to:</p> <ul style="list-style-type: none"> read digital clocks in five-minute intervals and state the time in analogue form; read clocks with Roman numerals in five-minute intervals; order times that use a.m. and p.m.; calculate the number of days from one date to another (up to 50 days); calculate and compare the length of events using digital times in ten-minute intervals <p>...some children will be able to:</p> <ul style="list-style-type: none"> read clocks with Roman numerals – minute intervals; write a definition for time vocabulary such as: o'clock, a.m. and p.m., morning, afternoon, noon and midnight; 			<p>...all children should be able to:</p> <ul style="list-style-type: none"> Draw 2D shapes, make and describe 3D shapes and recognise 3D shapes in different orientations. Recognise angles as a property of shape or a description of a turn and identify right angles. Identify horizontal and vertical lines. <p>...some children will be able to:</p> <ul style="list-style-type: none"> Identify 3D shapes from their nets and be able to sort 2D and 3D shapes on Venn and Carroll diagrams. Identify acute and obtuse angles. Compare and classify geometric shapes, based on the property of lines. <p>...most children will be able to:</p> <ul style="list-style-type: none"> Describe the properties of 3D shapes using the vocabulary faces, edges and vertices. 		<p>...all children should be able to:</p> <ul style="list-style-type: none"> read scales to measure mass in intervals of 10g, 20g, 100g and 250g; add and subtract in kilograms (addition up to 250kg and subtraction not involving exchanging); read scales to measure capacity in intervals of 100ml and 250ml; children read scales to measure mass in intervals of 25g and 200g; add and subtract in kilograms (addition up to 1000kg and subtraction not involving exchanging); read scales to measure capacity in intervals of 200ml; <p>...some children will be able to:</p> <ul style="list-style-type: none"> draw their own scale to mark given masses; add in kilograms, adding totals over 1000kg; mark cylinders to given volume measures; 			

		<ul style="list-style-type: none">• calculate the number of days from one date to another (over 100 days);• calculate and compare the length of events using digital times in five-minute intervals.	<ul style="list-style-type: none">• 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 pairs of perpendicular and parallel lines.		
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