Federation of Golden Flatts and Lynnfield Primary Schools

Year 3 - Autumn	Year 3 -Spring	Year 3 - Summer
Small steps		
Number: Place Value	**Measures: Money**	**Measures: Time**
• Reason using age appropriate Mathematical vocabulary precisely (eg, if I am counting in even numbers, I will not say 13 because 3 is not an even number). • Explain using age appropriate Mathematical vocabulary precisely (eg, if I am counting in even numbers, I will not say 13 because 3 is not an even number). • Begin to use a systematic approach to problem solving. • Solve problems of greater complexity. • Explain their thinking to others. • Represent answers clearly. • Recall key fluency facts with speed and use them to calculate and work out unknown facts. • Recall key fluency facts with accuracy and use them to calculate and work out unknown facts.	• Add amounts of money to give change, using p in practical contexts. • Add amounts of money to give change, using both £ • Subtract amounts of money to give change, using p in practical contexts. • Subtract amounts of money to give change, using both £	• Tell the time from an analogue clock, including using Roman numerals from I to XII • Write the time from an analogue clock, including using Roman numerals from I to XII • Tell the time from an analogue clock, including using a 12-hour clock • Write the time from an analogue clock, including using a 12-hour clock • Tell the time from an analogue clock, including using a 24-hour clock • Write the time from an analogue clock, including using 24-hour clocks. • Estimate time with increasing accuracy to the nearest minute • Read time with increasing accuracy to the nearest minute. • Record time in terms of seconds, minutes and hours. • Compare time in terms of seconds, minutes and hours. • Use vocabulary such as o'clock • Use vocabulary such as a.m./p.m. • Use vocabulary such as morning, afternoon • Use vocabulary such as noon and midnight. • Know the number of seconds in a minute • Know the number of days in each month, • Know the number of days in a year • Know the number of days in a leap year. • Compare durations of events [for example to calculate the time taken by events or tasks].
Number: Addition and Subtraction	**Statistics**	**Geometry: Properties of Shape**
• Add numbers mentally, including: a three-digit number and ones • Subtract numbers mentally, including: a three-digit number and ones • Add numbers mentally, including: a three-digit number and tens • Subtract numbers mentally, includinga three-digit number and tens • Add numbers mentally, including a three-digit number and hundreds. • Subtract numbers mentally, including a three-digit number and hundreds. • Add numbers with up to three digits, using formal written methods of columnar addition • Subtract numbers with up to three digits, using formal written methods of columnar subtraction. • Estimate the answer to a calculation • Use inverse operations to check answers. • Solve problems, including missing number problems • Solve problems using number facts • Solve problems using place value • Solve more complex addition problems • Solve more complex subtraction problems.	• Interpret data using bar charts • Present data using bar charts. • Interpret data using pictograms • Present data using pictograms • Interpret data using tables • Present data using tables • Solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts Solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts. • Solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms • Solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in pictograms. • Solve one-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables. • Solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in tables.	• Recognise angles as a property of shape. • Recognise angles as a description of a turn. • Identify right angles • Recognise that two right angles make a half-turn. • Recognise that three make three quarters of a turn. • Recognise that four makes a complete turn. • Identify whether angles are greater than or less than a right angle. • Identify horizontal lines • Identify vertical lines • Identify pairs of perpendicular • Identify parallel lines. • Draw 2-D shapes • Make 3D shapes using modelling materials. • Recognise 3-D shapes in different orientations and describe them.
Number: Multiplication and Division	**Measures: Length and Perimeter**	**Measures: Mass and Capacity**
• Count from 0 in multiples of 4 • Count from 0 in multiples of 8 • Count from 0 in multiples of 50 • Count from 0 in multiples of 100 • Recall multiplication facts for 3 times table • Use multiplication facts for 3 times table • Recall facts for 4 times table • Use multiplication facts for 4 times table • Recall facts for 8 times table • Use multiplication facts for 3 times table	• Measure lengths (m/cm/mm). • Compare lengths (m/cm/mm). • Add lengths (m/cm/mm). • Subtract lengths (m/cm/mm). • Measure the perimeter of simple 2D shapes.	• Measure mass (kg/g); volume/capacity (l/ml). • Compare mass (kg/g); volume/capacity (l/ml). • Add mass (kg/g); volume/capacity (l/ml). • Subtract mass (kg/g); volume/capacity (l/ml).

• Recall division facts for the 3 times table • Use division facts for the 3 times table • Recall division facts for the 4 times table • Use division facts for the 4 times table • Recall division facts for the 8 times table • Use division facts for the 8 times table • Write mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods. • Calculate mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods • Write mathematical statements for multiplication for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using formal written methods. • Calculate mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using formal written methods. • Write mathematical statements for division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods. • Calculate mathematical statements for division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods. • Write mathematical statements for division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using the formal written methods. • Calculate mathematical statements for division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using the formal written methods. • Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. • Solve problems, including missing number problems, involving division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.		
	Number: Fractions	
	• Count up in tenths • Count 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 fractions as numbers: unit fractions and non-unit fractions with small denominators. • Use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Find fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above. • Recognise using diagrams, equivalent fractions with small denominators. • Show using diagrams, equivalent fractions with small denominators. • Compare unit fractions, and fractions with the same denominators. • Order unit fractions, and fractions with the same	

	denominators. • Add fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • Subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] • Solve problems that involve all of the above.	