West Park Primary School- Long Term Plan Year 3

Programme of Study	Autumn	Spring	Summer
Number-number and place value	•Read and write numbers to at least 1000 in numerals and in words. •Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). •Partition numbers in different ways. •Identify, represent and estimate numbers using different representations, including the number line. •Compare and order numbers up to 1000. •Round numbers to at least 1000 to the nearest 10 or 100. •Solve number problems and practical problems involving these ideas. •Count from 0 in multiples of 4 and 100. •Find 10 or 100 more or less than a given number. •Describe and extend number sequences involving counting on or back in different steps.	Read and write numbers to at least 1000 in numerals and in words. •Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). •Partition numbers in different ways. •Identify, represent and estimate numbers using different representations, including the number line. •Compare and order numbers up to 1000. •Round numbers to at least 1000 to the nearest 10 or 100. •Solve number problems and practical problems involving these ideas. •Count from 0 in multiples of 4 and 100. •Find 1, 10 or 100 more or less than a given number. •Describe and extend number sequences involving counting on or back in different steps.	•Count from 0 in multiples of 4, 8, 50 and 100. •Find 1, 10 or 100 more or less than a given number. •Recognise the place value of each digit in a three-digit number (hundreds, tens and ones). •Identify the value of each digit to one decimal place. •Compare and order numbers up to 1000. •Round numbers to at least 1000 to the nearest 10 or 100. •Identify, represent and estimate numbers using different representations, including the number line. •Read and write numbers to at least 1000 in numerals and in words. •Solve problems involving measures and simple problems involving passage of time. •Describe and extend number sequences involving counting on or back in different steps.
Addition and Subtraction	•Add and subtract numbers mentally-combinations of 1-digit and 2- digit numbers. •Add and subtract numbers with up to three digits, using formal written method of columnar addition.(expanded) •Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). •Estimate the answer to a calculation and use inverse operations to check the answers. •Solve problems, including missing number problems, using number facts	•Add and subtract numbers mentally, including: a three-digit number and ones and a three-digit number and tens •Add numbers with up to three digits, using formal written method of columnar addition. •Subtract numbers with up to three digits, using formal written method of columnar subtraction. •Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). •Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context. •Estimate the answer to a calculation and use inverse operations to check the answers. •Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	•Add and subtract numbers mentally, including: a three-digit number and ones and a three-digit number and tens and a three-digit number and hundreds •Add numbers with up to three digits, using formal written method of columnar addition. •Subtract numbers with up to three digits, using formal written method of columnar subtraction. •Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). •Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context. •Estimate the answer to a calculation and use inverse operations to check the answers. •Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division	•Revise 2and 5 and 10 multiplication facts from KS 1 •Count from 0 in multiples of 4. •Recall and use multiplication and division facts for the 3 and 4 times tables. •Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. •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 and progressing to formal written methods. •Solve problems, including missing number problems, involving multiplication and division	•Recall and use multiplication and division facts for the 3 and 4 times tables. •Recall and use multiplication and division facts for the 8 times tables. •Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.HTU x U •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 and progressing to formal written methods. •Solve problems, including missing number problems, involving multiplication and division	Recall and use multiplication and division facts for the 3 and 4 times tables. •Recall and use multiplication and division facts for the 8 times tables. •Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.HTU x U •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 and progressing to formal written methods. •Solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems.
Fractions and Decimals	•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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	•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 show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole (using diagram) (for example, 5/7 + 1/7 = 6/7). •Show practically or pictorially that a fraction is one whole number divided by another (for example, 3/4 can be interpreted as 3 ÷ 4). •Compare and order unit fractions and fractions with the same denominators (including on a number line). •Solve problems involving fractions	•Count up and down in tenths and in decimals representing tenths (0.1, 0.2, 0.3…..1.1, 1.2, 1.3 etc.) •Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. •Recognise and show, using diagrams, equivalent fractions with small denominators. •Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. •Show practically or pictorially that a fraction is one whole number divided by another (for example, 3/4 can be interpreted as 3 ÷ 4). •Compare and order unit fractions and fractions with the same denominators (including on a number line). •Solve problems involving fractions •Compare and order numbers with one decimal place. •Continue to recognise and use symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds and pence. •Recognise that ten 10p coins are equivalent to £1 and that each coin is 1/10 of £1. •Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Measures	•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 in each month, year and leap year. •Solve simple problems involving passage of time. .	•Measure, compare, add and subtract volumes and capacities. •Measure, compare, add and subtract masses. •Solve problems involving and measures. •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 in each month, year and leap year. •Compare durations of events, for example to calculate the time taken by particular events or tasks. •Solve simple problems involving passage of time.	•Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). •Measure the perimeter of simple 2-D shapes. •Solve problems involving measures.
Geometry	•Draw 2-D shapes and describe them. •Recognise angles as a property of shape. •Make 3-D shapes using modelling materials. •Recognise 3-D shapes in different orientations and describe them. •Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. •Compare and sort common 3-D shapes and everyday objects.	•Draw 2-D shapes and describe them. •Make 3-D shapes using modelling materials. •Recognise 3-D shapes in different orientations and describe them. •Recognise that angles area property of a shape or a description of a turn. •Identify whether angles are greater than or less than a right angle. •Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. •Compare and sort common 2-D and 3-D shapes and everyday objects. •Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. •Describe positions on a square grid labelled with letters and numbers.	•Draw 2-D shapes and describe them. •Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. •Recognise that angles are a property of a 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. •Compare and sort common 2-D and 3-D shapes and everyday objects
Statistics	•Interpret and present data using bar charts and tables.	•Interpret and present data using bar charts 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 tables.	•Interpret and present data using bar charts 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 tables.