St. James' C.E. Primary School

Year 3 Mathematics Long Term Plan

	Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Statistics

Year 3	Pupils should be taught to:
	
	• count from 0 in multiples of 4, 8, 50 and 100; 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
	
	• identify, represent and estimate numbers using different representations
	
	• read and write numbers up to 1000 in numerals and in words
	
	• solve number problems and practical problems involving these ideas.
	
	Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.
	
	They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16).
	
	Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.
		Pupils should be taught to:
		
		• 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.
		
		Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.
		
		Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see Mathematics Appendix 1).
			Pupils should be taught to:
			
			• 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 that 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 objects.
			
			Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.
			
			Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, 4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) and multiplication and division facts (for example, using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts (for example, 30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3).
			
			Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.
			
			Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).
				Pupils should be taught to:
				
				• 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
				
				• 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
				
				• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
				
				• compare and order unit fractions, and fractions with the same denominators
				
				• solve problems that involve all of the above.
				
				Pupils connect tenths to place value, decimal measures and to division by 10.
				
				They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure.
				
				Pupils understand the relation between unit fractions as operators (fractions of), and division by integers.
				
				They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity.
				
				Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.
					Pupils should be taught to:
					
					• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
					
					• measure the perimeter of simple 2-D shapes
					
					• add and subtract amounts of money to give change, using both £ and p in practical contexts
					
					• 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].
					
					Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).
					
					The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication.
					
					Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.
					
					Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.
						Pupils should be taught to:
						
						• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
						
						• 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 vertical lines and pairs of perpendicular and parallel lines.
						
						Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater than or lesser than a right angle.
						
						Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.
							Pupils should be taught to:
							
							• 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.
							
							Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.
							
							They continue to interpret data presented in many contexts.

St. James' C.E. Primary School

Year 3 Mathematics Medium Term Plan

First Time Objective Visited

🟥 **Second Time Objective Visited**

🟦 **Third/Fourth Time Objective Visited**

🟩 **Consistently applied and reviewed throughout the year**

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number – Number and Place Value	• read and write numbers up to 1000 in numerals and in words • compare and order numbers up to 1000 • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • solve number problems and practical problems involving these ideas. •	• read and write numbers up to 1000 in numerals and in words • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • solve number problems and practical problems involving these ideas. • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number •	• solve number problems and practical problems involving these ideas. • identify, represent and estimate numbers using different representations • compare and order numbers up to 1000 • •	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • solve number problems and practical problems involving these ideas. • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • read and write numbers up to 1000 in numerals and in words •	• identify, represent and estimate numbers using different representations • solve number problems and practical problems involving these ideas. • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• solve number problems and practical problems involving these ideas. • compare and order numbers up to 1000 • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number •

Number – Addition and subtraction,	• add and subtract numbers mentally, including:
	  • a three-digit number and ones
	
	• 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 tens
		
		• estimate the answer to a calculation and use inverse operations to check answers
			• add and subtract numbers mentally, including:
			  a three-digit number and hundreds
			
			• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
			
			• 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.
				
				•
					• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
					
					• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
						• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
						
						• estimate the answer to a calculation and use inverse operations to check answers
						
						• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
						
						•

Number – Multiplication and division	recall and use multiplication and division facts for the 3, 4 • 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.	• 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 and progressing to formal written methods	recall and use multiplication and division facts for the 3, 4 • 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.	• 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 and progressing to formal written methods	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • 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.	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Number – fractions						
Number – fractions	• 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 • solve problems that involve all of the above.	• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • solve problems that involve all of the above.	• 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 • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.	• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • solve problems that involve all of the above.	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.	• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • solve problems that involve all of the above.
Measurement	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • add and subtract amounts of money to give change, using both £ and p in practical contexts	• measure the perimeter of simple 2-D shapes • 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	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • compare durations of events [for example to calculate the time taken by particular events or tasks]. • add and subtract amounts of money to give change, using both £ and p in practical contexts	• measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • 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	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • compare durations of events [for example to calculate the time taken by particular events or tasks].	• 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
Geometry Properties of shape	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	• recognise angles as a property of shape or a description of a turn	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • 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	• recognise angles as a property of shape or a description of a turn • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	• 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 vertical lines and pairs of perpendicular and parallel lines.
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.		• 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.	• 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.		• 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.