

**Y3 Long Term Planning**

Pupils should be taught to:

Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <b>3.1, 3.3, 3.5, 3.8, 3.10, 3.13</b></li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <b>3.1, 3.5, 3.10</b></li> <li>compare and order numbers up to 1000 <b>3.1, 3.5, 3.10</b></li> <li>identify, represent and estimate numbers using different representations <b>3.1, 3.5, 3.7, 3.10, 3.12</b></li> <li>read and write numbers up to 1000 in numerals and in words <b>3.1, 3.5, 3.10</b></li> <li>solve number problems and practical problems involving these ideas <b>3.1, 3.5, 3.10</b></li> <li>count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <b>3.5, 3.7, 3.8, 3.12, 3.13</b></li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <b>3.7, 3.12</b></li> <li>recognise and show, using diagrams, equivalent fractions with small denominators <b>3.12</b></li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>] <b>3.7, 3.12</b></li> <li>compare and order unit fractions and fractions with the same denominator <b>3.7, 3.12</b></li> <li>solve problems that involve all of the above (fractions) <b>3.7, 3.8, 3.12, 3.13</b></li> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <b>3.5, 3.10</b></li> <li>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 <b>3.10, 3.11</b></li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year <b>3.10, 3.11, 3.13</b></li> <li>compare durations of events, [for example, to calculate the time taken by particular events or tasks] <b>3.10, 3.11</b></li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds <b>3.2, 3.6</b></li> </ul> </li> <li>add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction <b>3.2, 3.6, 3.11</b></li> <li>estimate the answer to a calculation and use inverse operations to check answers <b>3.2, 3.6, 3.11</b></li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <b>3.2, 3.6, 3.11</b></li> <li>measure, compare, add and subtract:               <ul style="list-style-type: none"> <li>lengths (m / cm / mm); mass (kg / g);</li> <li>volume / capacity (l / ml) <b>3.2, 3.6, 3.11</b></li> </ul> </li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts <b>3.2, 3.6, 3.11</b></li> <li>interpret and present data using bar charts, pictograms and tables <b>3.2, 3.5, 3.6, 3.11</b></li> <li>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 <b>3.2, 3.6, 3.11</b></li> <li>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 <b>3.10, 3.11</b></li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year <b>3.10, 3.11, 3.13</b></li> <li>compare durations of events, [for example, to calculate the time taken by particular events or tasks] <b>3.10, 3.11</b></li> </ul>	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <b>3.1, 3.3, 3.5, 3.8, 3.10, 3.13</b></li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators <b>3.8, 3.13</b></li> <li>solve problems that involve all of the above (fractions) <b>3.7, 3.8, 3.12, 3.13</b></li> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <b>3.3, 3.8, 3.13</b></li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that students know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods <b>3.3, 3.8, 3.13</b></li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects <b>3.3, 3.8, 3.13</b></li> <li>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 <b>3.5, 3.7, 3.8, 3.12, 3.13</b></li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year <b>3.10, 3.11, 3.13</b></li> </ul>	<ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognize 3-D shapes in different orientations; and describe them <b>3.4, 3.9</b></li> <li>recognise that angles are a property of shape or a description of a turn <b>3.4, 3.9, 3.14</b></li> <li>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 <b>3.4, 3.9, 3.14</b></li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines <b>3.9, 3.14</b></li> <li>measure the perimeter of simple 2-D shapes <b>3.14</b></li> </ul>