

Autumn Term

Duration		
4 weeks	<p><b>Number - Multiplication and Division (A)</b></p> <p><b>Teachers are to ensure that the children recap multiplication facts that they should be secure on from the previous year group (2)- as advised by our consultant Sarah Martin.</b></p> <p><i>Before moving on the new times tables for Year 3, more time is spent on revisiting and reinforcing the structure of multiplication and division, using arrays and developing children's understanding of sharing and grouping.</i></p> <p><i>The word 'multiple' is emphasised.</i></p> <p><i>A new step is included to explicitly make the links between the 2, 4 and 8 times-tables.</i></p>	<ul style="list-style-type: none"> <li>• Multiplication - equal groups</li> <li>• Use arrays</li> <li>• Multiples of 2</li> <li>• Multiples of 5 and 10</li> <li>• Sharing and grouping</li> <li>• Multiply by 4</li> <li>• Divide by 4</li> <li>• The 4 times-table</li> <li>• Multiply by 8</li> <li>• Divide by 8</li> <li>• The 8 times-table</li> <li>• The 2, 4 and 8 times-tables</li> <li>• Multiply by 3</li> <li>• Divide by 3</li> <li>• The 3 times-table</li> </ul>
3 weeks	<p><b>Number - Place Value</b></p> <p><i>The first three steps review children's learning of numbers to 100 from key stage 1 to ensure they are ready to move onto numbers to 1,000.</i></p> <p><i>Greater emphasis is placed on the different ways of partitioning numbers to 1,000 and the place value of each of the digits in the numbers.</i></p> <p><i>There is more emphasis on the use of the number line to deepen understanding of the relative position of numbers in the linear number system.</i></p>	<ul style="list-style-type: none"> <li>• Represent numbers to 100</li> <li>• Partition numbers to 100</li> <li>• Number line to 100</li> <li>• Hundreds</li> <li>• Represent numbers to 1,000</li> <li>• Partition numbers to 1,000</li> <li>• Flexible partitioning of numbers to 1000</li> <li>• Hundreds, tens and ones</li> <li>• Find 1, 10 or 100 more or less</li> <li>• Number line to 1,000</li> <li>• Estimating on a number line to 1,000</li> <li>• Compare numbers to 1,000</li> <li>• Order numbers to 1,000</li> <li>• Count in 50s</li> </ul>
1 week	<p><b>Time &amp; Roman Numerals</b></p>	<ul style="list-style-type: none"> <li>• Years, months and days</li> <li>• Tell the time to 5 minutes</li> <li>• Roman numerals to 12</li> </ul>

5 weeks	<p style="text-align: center;"><b>Number – Addition and Subtraction</b></p> <p><i>Children now learn to use the formal column methods of addition and subtraction for the first time. To support them to do this fluently, several steps are included to</i></p>	<ul style="list-style-type: none"> <li>• Apply number bonds within 10</li> <li>• Add and subtract 1s</li> <li>• Add and subtract 10s</li> <li>• Add and subtract 100s</li> <li>• Spot the pattern</li> </ul>
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	<p><i>ensure they have the mental skills to perform the calculations and to prevent cognitive overload when working on these.</i></p> <p><i>The formal methods are introduced slowly and carefully looking at calculations without exchanges before bringing in exchange, linking to the mental methods covered earlier in the block.</i></p> <p><i>Complements to 100 are explicitly explored in a new step.</i></p> <p><i>The final step of the block encourages children to consider both the choice of operation when solving a problem, and what method would be most efficient so that they do not apply the formal method even when it is inappropriate to do so.</i></p>	<ul style="list-style-type: none"> <li>• Add 1s across a 10</li> <li>• Add 10s across a 100</li> <li>• Subtract 1s across a 10</li> <li>• Subtract 10s across a 100</li> <li>• Make connections</li> <li>• Add two numbers (no exchange)</li> <li>• Subtract two numbers (no exchange)</li> <li>• Add two numbers (across a 10)</li> <li>• Add two numbers (across a 100)</li> <li>• Subtract two numbers (across a 10)</li> <li>• Subtract two numbers (across a 100)</li> <li>• Add 2-digit and 3-digit numbers</li> <li>• Subtract a 2-digit number from a 3-digit number</li> <li>• Complements to 100</li> <li>• Estimate answers</li> <li>• Inverse operations</li> <li>• Make decisions</li> </ul>
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## SPRING TERM

Duration		
2 weeks	<b>Time</b>	<ul style="list-style-type: none"> <li>• Tell the time to the minute</li> <li>• Read time on a digital clock</li> </ul>
4 weeks	<p style="text-align: center;"><b>Number - Multiplication and Division (B)</b></p> <p><i>A new step on multiplying by multiples of 10 starts the block to support later multiplication by 2- digit numbers.</i></p> <p><i>Another new step helps children to see the link between multiplication and division.</i></p> <p><i>The emphasis is on understanding the structure and relationships in the calculations through the use of expanded methods. Formal written methods are not introduced until Year 4 (for multiplication) and Year 5 (for division).</i></p>	<ul style="list-style-type: none"> <li>• Multiples of 10</li> <li>• Related calculations</li> <li>• Reasoning about multiplication</li> <li>• Multiply a 2-digit number by a 1-digit number - no exchange</li> <li>• Multiply a 2-digit number by a 1-digit number - with exchange</li> <li>• Link multiplication and division</li> <li>• Divide a 2-digit number by a 1-digit number - no exchange</li> <li>• Divide a 2-digit number by a 1-digit number - flexible partitioning</li> <li>• Divide a 2-digit number by a 1-digit number - with remainders</li> <li>• Scaling</li> <li>• How many ways?</li> </ul>
2 weeks	<p style="text-align: center;"><b>Measurement - Length and Perimeter</b></p> <p><i>We've broken down the skill of measuring into even smaller steps to support children's understanding of using different units, and combinations of units.</i></p> <p><i>We've also split the concept of perimeter into three distinct steps from two.</i></p> <p><i>A new step is included to support children to choose the appropriate unit of measure in different contexts.</i></p>	<ul style="list-style-type: none"> <li>• Measure in metres and centimetres</li> <li>• Measure in millimetres</li> <li>• Measure in centimetres and millimetres</li> <li>• Metres, centimetres and millimetres</li> <li>• Equivalent lengths (metres and centimetres )</li> <li>• Equivalent lengths (centimetres and millimetres)</li> <li>• Compare lengths</li> <li>• Add lengths</li> <li>• Subtract lengths</li> <li>• What is perimeter?</li> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> </ul>
3 weeks	<p style="text-align: center;"><b>Number - Fractions (A)</b></p> <p><i>Year 3 fractions content has been split into two blocks. This focuses on developing understanding of fractions and recognising the same fraction can be represented in many different ways.</i></p> <p><i>This slower and detailed progression of fractions goes right back to first principles, closely examining the roles of the denominator and numerator, and their relationship to the whole.</i></p>	<ul style="list-style-type: none"> <li>• Understand the denominators of unit fractions</li> <li>• Compare and order unit fractions</li> <li>• Understand the numerators of non-unit fractions</li> <li>• Understand the whole</li> <li>• Compare and order non-unit fractions</li> <li>• Fractions and scales</li> <li>• Fractions on a number line</li> <li>• Count in fractions on a number line</li> <li>• Equivalent fractions on a number line</li> <li>• Equivalent fractions as bar models</li> </ul>
1 week	<p style="text-align: center;"><b>Measurement - Mass and Capacity</b></p> <p><i>The new step on using scales begins with a focus on dividing 100 into 2/4/5/10 parts, starting with number lines and moving to include context.</i></p>	<ul style="list-style-type: none"> <li>• Use scales</li> <li>• Measure mass in grams</li> <li>• Measure mass in kilograms and grams</li> <li>• Equivalent masses (kilograms and grams)</li> <li>• Compare mass</li> </ul>

*Measuring in single units (grams or millilitres) is considered before moving on to mixed units (e.g. grams and kilograms).*

*The distinction between volume and capacity is explicitly reviewed.*

## SUMMER TERM

Duration		
2 weeks	<b>Measurement - Mass and Capacity</b>	<ul style="list-style-type: none"> <li>• Add and subtract mass</li> <li>• Measure capacity and volume in millilitres</li> <li>• Measure capacity and volume in litres and millilitres</li> <li>• Equivalent capacities and volumes (litres and millilitres)</li> <li>• Compare capacity and volume</li> <li>• Add and subtract capacity and volume</li> </ul>
2 weeks	<b>Number - Fractions (B)</b> <i>The link between fractions and the whole has been given greater emphasis.</i> <i>Some steps have been renamed to clarify their purpose.</i>	<ul style="list-style-type: none"> <li>• Add fractions</li> <li>• Subtract fractions</li> <li>• Partition the whole</li> <li>• Unit fractions of a set of objects</li> <li>• Non-unit fractions of a set of objects</li> <li>• Reasoning with fractions of an amount</li> </ul>
2 weeks	<b>Measurement - Money</b>	<ul style="list-style-type: none"> <li>• Pounds and pence</li> <li>• Convert pounds and pence</li> <li>• Add money</li> <li>• Subtract money</li> <li>• Find change</li> </ul>
2 weeks	<b>Measurement – Time</b> <i>The 24-hour clock is not included in Year 3. Both digital and analogue 12-hour clocks are explored.</i> <i>Roman numerals are explored to support reading clock faces with these.</i> <i>More emphasis is placed on the different units of time and the relationships between them.</i>	<ul style="list-style-type: none"> <li>• Use am and pm</li> <li>• Days and hours</li> <li>• Hours and minutes - use start and end times</li> <li>• Hours and minutes - use durations</li> <li>• Minutes and seconds</li> <li>• Units of time</li> <li>• Solve problems with time</li> </ul>
2 weeks	<b>Geometry – Shape</b> <i>The new step on drawing polygons will reinforce shape names and provide more practice with accurate drawing.</i>	<ul style="list-style-type: none"> <li>• Turns and angles</li> <li>• Right angles</li> <li>• Compare angles</li> <li>• Measure and draw accurately</li> <li>• Horizontal and vertical</li> <li>• Parallel and perpendicular</li> <li>• Recognise and describe 2-D shapes</li> <li>• Draw polygons</li> <li>• Recognise and describe 3-D shapes</li> <li>• Make 3-D shapes</li> </ul>
2 weeks	<b>Geometry – Statistics</b> <i>The steps have been split to provide greater focus and more opportunity to practise the different skills covered.</i>	<ul style="list-style-type: none"> <li>• Interpret pictograms</li> <li>• Draw pictograms</li> <li>• Interpret bar charts</li> <li>• Draw bar charts</li> <li>• Collect and represent data</li> <li>• Two-way tables</li> </ul>