Maths Long Term Plan 2020 – 2021   Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Place Value			Number: Addition & subtraction				Measurement: Money	Number: Multiplication & division			Geometry: Position & direction
Autumn

To be taught in PPA:

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ask and answer simple questions by counting number of objects/ sorting categories by quantity

Ask and answer questions about totalling and comparing categorical data

Interpret and present data using bar charts, pictograms and tables

Solve 1-step and 2-step questions (e.g. how many more, how many fewer?) using information presented in scaled bar charts and pictograms and tables | Read and write numbers to at least 100

Compare and order numbers from 0-100 using <, >, =

Recognise PV of each digit in 3 digit numbers

Compare and order numbers up to 1000 | Recall and use addition facts to 20 fluently, secure number bonds to 100

Add 3 numbers noticing complements to 100/1000 and explain reasoning for adding first two numbers

Use number lines to show bridging through 10 and multiples of 100

Recognise and use inverse (+/-) to check calculations and missing number problems

Find 1, 10 or 100 more/less | Count from 0 in multiples of 2, 5 and 10

Count from 0 in multiples of 50 and 100

Assess Point 1 | Identify, represent and estimate numbers using different representations (number lines up to 1000)

Solve number problems involving missing numbers using number facts | Add and subtract numbers using CP rep. and mentally, including: 2d + 1d, 2d + 2d and 1d + 1d + 1d

Revise rep. for 2 and 3-part cherry models, bar models and number lines (linked to +/-)

Add and subtract numbers mentally, including: 3d + 1d, 3d + 2d and 3d + 3d

Estimate the answer to a calculation and use inverse to check | Add and subtract numbers with up to 3 digits using formal column method (not crossing the 10/100)

Add and subtract numbers with up to 3 digits using formal column method (crossing the 10/100)

Assess Point 2 | Solve number problems involving missing numbers using number facts, PV and more complex addition and subtraction

Estimate the answer to a calculation and use inverse to check | Find different combinations of coins that equal the same amount of money

Know 100p = £1; 2 x 50p = £1; 10 x 10p = £1, etc.

Use derived number facts to work out change from £1

Record addition and subtraction money calculations using pictorial rep (number lines and bar models)

Add and subtract amounts of money to give change using both £ + pence | Recall and use x and ÷ facts for the 2, 5 and 10x tables, including recog. odd and even numbers

Show that multiplication of two numbers can be done in any order (commutative) and division cannot

Count from 0 in multiples of 3, 4 and 8

Derive, recall and use x and ÷ facts for 3, 4 and 8 x tables | Rep. x and ÷ facts as arrays using a grid (rather than dots) and a number line

Write and calculate statements for x and ÷ using x tables they know, using mental strategies e.g. 5 x 30 = 3 x 50 and 36 ÷ 6 < 36 ÷ 4

Solve problems including missing number problems involving x and ÷ (using number lines, bar models and arrays) | Using CP representations, such as bar models to explain concept of division (x tables related only):
Dividing by 3
Dividing by 4
Dividing by 8

Termly assess | Describe position, directions and movements including half, quarter and three-quarter turns

Recognise angles as a property of shape or a description of a turn

Identify right angles, recognise that two right angles make half a turn, three make three quarters of a turn and four a complete turn; identify angles < or > a right angle |

Each assessment point will inform the daily fluency sessions for the next unit (Assessment points will be Test Base sourced)
Termly assessment will be an overall test of the terms learning – White Rose
Green highlights year 2 objectives, which need to be taught before covering the year 3 ones

Maths Long Term Plan 2020 – 2021   Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Place Value and Addition & subtraction re-visited		Number: Multiplication and division continued			Measurement: Length and Perimeter		Measurement: Mass and Capacity		Number: Fractions		
Spring	Recognise PV of each digit in 3 digit numbers Identify, represent and estimate numbers using different representations (number lines up to 1000) Re-visited	3d + 3d with exchange 3d - 3d with exchange Re-visited	Use mental methods progressing to more formal written ones to multiply 2d by 1d	Divide 2 digits by 1 digit without remainders Divide 2 digits by 1 digit with remainders	Solve problems including positive integer scaling problems and corresponde nce problems in which n objects are connected to m objects How many different ways? (exploring number of possibilities) Assess Point 3	Relate key number facts to parts of 1 metre/ 100cm (e.g. 2 x 50cm = 1m, etc.) and know key conversions 10mm in 1cm and 1000mm in 1m) Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/ cm); to the nearest appropriate unit, using rulers Equivalent lengths Measure, compare, add and subtract length (mm/cm/ m)	Measure the perimeter of 2d shapes Calculate the perimeter of 2d shapes	Know that there are 1000g = 1kg and derive associated facts: 500g = ½ kg; 250g = ¼ kg; 750g = 3/4kg; 100g = 1/10kg Measure and compare mass (g/ kg) Add and subtract mass	Measure and compare volume/ capacity (L/ ml) Add and subtract capacity Assess Point 4	Build on the idea of fraction families (1/2 = 2/4) developing to halves, quarters and eights, thirds and sixths, fifths and tenths (use a bar model/ fraction wall) Count in halves, quarters and thirds on a number line Count up and down in tenths; recognise that tenths arise from dividing an object into equal parts Tenths as decimals Fractions on a number line	Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity Write simple fractions e.g. ½ of 6 = 3 Recognise, find and write fractions of a discrete set of objects: unit fractions (include 1/10) Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Solve problems that involve finding fractions of amounts (both unit and non-unit fractions) Termly assess

Each assessment point will inform the daily fluency sessions for the next unit (Assessment points will be Test Base sourced)
Termly assessment will be an overall test of the terms learning – White Rose
Green highlights year 2 objectives, which need to be taught before covering the year 3 ones

Maths Long Term Plan 2020 – 2021 Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Fractions			Measurement: Time			Geometry: Properties of shapes			Consolidation – opportunity to re-visit key curriculum areas based on the assessments		
Summer	Equivalent fractions – recognise and show, using diagrams, equivalent fractions with small denominators	Compare unit fractions and fractions with the same denominators (shown on a bar model) Order unit fractions and fractions with the same denominators (shown on a bar model)	Add and subtract fractions with the same denominator (e.g. 5/7 + 1/7 = 6/7) Solve problems that involve all of the above Assess Point 5	Compare and sequence intervals of time Know the number of minutes in an hour and the number of hours in a day Use vocabulary such as am/pm, 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 to 5 minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times 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 seconds, minutes and hours	Find and compare durations of events (e.g. time taken by particular events or tasks) Begin to solve 'start and end time' worded problems Assess Point 6	Sort and classify using properties such as symmetry; faces; edges and vertices Recognise and name common 2d shapes, including squares, circles, rectangles and triangles Draw 2d shapes	Identify horizontal and vertical lines in shapes Identify pairs of perpendicular and parallel lines	Recognise, name and sort 3d shapes and everyday objects, including cuboids, pyramids and spheres (including their properties) Identify 2d shapes on the surface of 3d shapes (e.g. a circle on a cylinder) Make 3d shapes using modelling materials; recognise 3d shapes in different orientations and describe them Termly assess			

Each assessment point will inform the daily fluency sessions for the next unit (Assessment points will be Test Base sourced)
Termly assessment will be an overall test of the terms learning – White Rose
Green highlights year 2 objectives, which need to be taught before covering the year 3 ones