Year 3 – Small step objective coverage

AUTUMN TERM		
Number & Place value – numbers to 1000 To learn to count in hundreds and understand the place value writing in both numerals and words and using base ten. To understand how many hundreds are needed to make 1000 using Base 10 equipment and the part-whole model. To compose and decompose numbers consisting of hundreds, tens and ones using a place value grid and base 10 equipment. To understand the value of each digit in a 3-digit number using a place value grid and part-whole model. To compare and order numbers up to 1000 using a numberline. To find 1,10 and 100 more or less using base 10 equipment and place value grids.	**Number - Addition & Subtraction** To add and subtract 100s using the part-whole model, number lines and place value equipment. To add a 3-digit number to a 1-digit number with no regrouping or renaming using number lines and place value equipment. To add a 3-digit number to a multiple of 10 (2-digit number) without regrouping or renaming using number lines, part-whole model and place value equipment. To add a 3-digit number and a 2-digit number using column method, place value grids and number lines To work on addition and subtraction patterns using part-whole model and place value grids, To add two 3 digit numbers using place value grids and base 10 equipment. To subtract multiples of 10, up to 90, from a 3-digit number using place value grids To subtract a 2-digit number from a 3-digit number To understand simple subtraction of a 3-digit number by another 3-digit number using the column method To estimate answers to addition and subtractions To check strategies when answering addition and subtraction calculations using part-whole model and number lines. To solve problems involving addition and subtraction	**Number – Multiplication and division** To multiply by 3 using number lines to show repeated addition and arrays to show multiplication commutativity. To multiply by 3 using relational properties. To multiply by 4 using number lines to show repeated addition and arrays to show multiplication commutativity. To multiply by 4 and 8 using number lines and arrays. To divide by 3 using number lines and arrays. To divide by 4using number lines and arrays. To find relationships between multiplication and division. To divide by 4 and 8 using number lines an arrays. To solve word problems with multiplication using bar models. To solve word problems that involve division. To solve problems using a variety of strategies. To compare multiplication and division statements using arrays. To work on related multiplication and division statements using arrays and number lines. To understand multiplication and division calculations using arrays and number lines. To multiply a 2-digit number by a 1-digit number using number lines and a place value grid. To divide a 2-digit number by a 1-digit number using place value grid and part whole model. To solve word problems that involve multiplication using place value grids, part-whole mode and bar models. To solve word problems involving division. To solve more challenging word problems using bar model and column multiplication

SPRING TERM – YEAR 3		
Measurement – length & Perimeter To accurately measure and record length using a combination of metres and centimetres. To measure accurately, using millimetres and centimetres. To use a ruler accurately to measure different objects. To explore the equivalence between measurements given in centimetres and measurements given in metres and centimetres. To read lengths in centimetres and millimetres – converting between both. To find the totals of two or more lengths given in centimetres, metres or simple combinations of both units and to convert answers into millimetres, centimetres or metres as appropriate. To subtraction to find the dierence between two lengths given in centimetres, metres or simple combinations of both units and to convert answers into either centimetres or metres as appropriate. To measure the perimeters of a range of shapes in both centimetres and millimetres. To solve one-step problems involving length To measure the perimeters of a range of shapes in both centimetres and millimetres. To calculate perimeter in situations where side lengths are given but they cannot physically measure them for themselves.	**Number – Fractions** To count in tenths; to recognise tenths and be able to determine how many tenths are shaded. To recognize fractions as numbers. To find fractions of a set of objects using the bar model and part whole model. To add fractions with the same denominator. To subtract fractions with the same name To find equivalent fractions. To find fractions equivalent to 1 /2; to use pictorial representations and multiplication to show equivalence. To find equivalent fractions using concrete objects and pictorial representations. To find the simplest fraction using visualisation and concrete materials. To compare and order fractions. To solve problems that all of the above with fractions.	**Measurement – Mass & Capacity** To read a range of scales relating to mass, including those with missing intervals. To read a range of scales in which kg and g are mixed. To also find midpoints between intervals. To convert amounts in grams to values in both kilograms and grams To compare masses by ordering them on a number line and by using and =. To add and subtract masses, which include mixed units, using a range of strategies. To use all of the knowledge and strategies learnt in this unit to solve problems involving mass. To read a variety of scales where only some of the divisions are labelled; drawing on understanding of number, division and multiplication. To read mixed units of capacity given in litres and millilitres and as 1 2 litres, and convert them to millilitres. To apply knowledge of converting when comparing capacities given in different units. To apply what they have learnt about converting between litres and millilitres to add and subtract capacities.

.**Measurement – Money**	**Measurement – Time**	**Geometry – Angles & properties of shape**	**Statistics – Pictographs and bar graphs**
To consolidate previous learning about denominations of both notes and coins; to use simple addition to count amounts of money. To name amounts of money including coins above 100p; to regroup and rename 100p as £1 as a key strategy. To add money by adding together the pounds and pence separately. To add amounts of money together using different methods; to consolidate the addition of pounds and pence separately. To use multiple methods for subtracting amounts of money, including concrete materials and the column method. To use visual comparison to subtract amounts of money; to consolidate column subtraction where there is no regrouping of pence required. To solve problems involving money.	To calculate the number of days in a month; to learn which months have 31, 30 and 28/29 days To use the terms 'a.m.' and 'p.m.' correctly to identify morning or afternoon/evening and to understand how many hours are in a day. To estimate time using analogue clock manipulatives. To tell the time to 5 minutes using analogue clock manipulatives and analogue clocks. To tell the time to the minute using a number line and analogue clock manipulatives. To find start and end times using number lines. To measure time in seconds using bar models and analogue and digital clocks that show hours, minutes and seconds.	To recognise turns and angles. To recognise right angles in shapes using a right-angle measurer. To compare angles using geoboards. To draw lines accurately using 2d shapes. To define and identify vertical and horizontal lines; to find vertical and horizontal lines in everyday life. To identify, define and create parallel lines; to find parallel and perpendicular lines in everyday objects. To recognise and describe 2D shapes. To recognise and describe 3D shapes. To construct 3D shapes.	To construct picture graphs from a set of data; to present data with pictures that represent more than one item. To construct bar graphs from a set of data; to use proportion to reflect precise difference in quantity. To read and interpret information from a bar graph; to use and understand vocabulary related to bar graphs. To read bar graphs where the scale is not a multiple of all quantities measured. To read bar graphs where the scale is made up of larger increments.