



## Year 3 Maths Long Term Plan

Week & Focus	Autumn Term Objectives
1 Number and Place Value Unit 1	<ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000 and starting to go beyond 1000</li> <li>read and write numbers up to 1000 in numerals</li> <li>solve number problems and practical problems involving these ideas</li> <li>quickly work out 10 more and 10 less than a number</li> <li>represent some numbers beyond 100 in different ways and am beginning to partition them</li> <li>identify, represent numbers using different representations</li> </ul>
2 Number and Place Value Unit 5	<ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000 and starting to go beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> <li>count from 0 to multiples of 4, 8, 50 and 100</li> <li>find 10 or 100 more or less than a given number</li> <li>round numbers to the nearest 10 confidently and begin to round to nearest 100 or 1000</li> </ul>
3 Number and Place Value Unit 9	<ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000 and starting to go beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> <li>begin to recognise the place value of each digit in a 4-digit number – thousands, hundreds, tens and ones</li> <li>begin to find 1000 more or less than a given number</li> </ul>
4 Addition and Subtraction Unit 1	<ul style="list-style-type: none"> <li>practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.</li> <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> </ul> </li> </ul>
5 & 6 Addition and Subtraction Unit 3 (2 weeks)	<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</li> </ul> </li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
7 Statistics Unit 7	<ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables, including from a pictogram where each icon represents 2 people</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</li> </ul>
8 Multiplication and Division Unit 2	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3 multiplication table</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</li> </ul>
9 & 10 Multiplication and Division Unit 4 (2 weeks)	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 4 and 8 multiplication tables</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</li> <li>count from 0 in multiples of 4 and 8</li> </ul>
11 Properties of Shape Unit 1 (Geometry)	<ul style="list-style-type: none"> <li>make 3-D shapes using modelling materials</li> <li>recognize 3-D shapes in different orientations and describe them</li> </ul>



ALL SAINTS  
MULTI ACADEMY TRUST  
BIRMINGHAM

## Year 3 Maths Long Term Plan

Spring Term	
Week & Focus	Objectives
1 Addition and Subtraction Unit 5 (Measurement Money)	<ul style="list-style-type: none"> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>
2 Addition and Subtraction Unit 7	<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</li> </ul> </li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
3 Addition and Subtraction Unit 7 (Measurement Money)	<ul style="list-style-type: none"> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>
4 Multiplication and Division Unit 6	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 4 and 8 multiplication tables</li> <li>• 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</li> </ul>
5 Multiplication & Division (Unit 8)	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• 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</li> <li>• count from 0 in multiples of 50 and 100; find 100 more or less than a given number</li> </ul>
6 Measurement (Time) Unit 4	<ul style="list-style-type: none"> <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</li> <li>• estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> </ul>
7 Fractions Unit 2	<ul style="list-style-type: none"> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• add fractions with the same denominator within one whole [for example, <math>\frac{5}{8} + \frac{1}{8} = \frac{6}{8}</math>]</li> <li>• solve problems that involve all of the above</li> <li>• identify the larger of <math>\frac{1}{3}</math> and <math>\frac{1}{5}</math> and the larger of <math>\frac{2}{5}</math> and <math>\frac{3}{5}</math>, with supporting diagrams, using pictorial representations</li> </ul>
8 Fractions Unit 6	<ul style="list-style-type: none"> <li>• recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators</li> <li>• recognise and use fractions as numbers: unit and non-unit fractions with small denominators</li> <li>• compare and order unit fractions, and fractions with the same denominator</li> <li>• solve problems that involve all of the above</li> </ul>
9 Properties of Shape (Geometry) Unit 5	<ul style="list-style-type: none"> <li>• draw 2-D shapes and describe them</li> <li>• recognise angles as a property of shape or a description of a turn</li> </ul>
10 Measurement (length) Unit 6	<ul style="list-style-type: none"> <li>• measure, compare, add and subtract lengths (m/cm/mm)</li> <li>• beginning to use a wider range of measures, including mixed units (eg: 5m = 500 cm)</li> <li>• can solve number problems relating to length</li> </ul>



## Year 3 Maths Long Term Plan

Summer Term	
Week & Focus	Objectives
1 Addition & Subtraction Unit 9	<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</li> </ul> </li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
2 Addition and Subtraction Unit 11 Measurement (Money)	<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</li> </ul> </li> <li>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
3 Addition & Subtraction Unit 11	<ul style="list-style-type: none"> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>
4 Fractions Unit 8	<ul style="list-style-type: none"> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• subtract fractions with the same denominator within one whole</li> <li>• compare and order unit fractions, and fractions with the same denominator</li> <li>• solve problems that involve all of the above</li> <li>• work out half of any even number to 24 and fifths of any multiple of 5 up to 60</li> </ul>
5 Fractions Unit 10	<ul style="list-style-type: none"> <li>• count up and down in tenths continue the sequence <math>\frac{1}{10}</math>, <math>\frac{3}{10}</math>, <math>\frac{5}{10}</math> for two more terms, with help</li> <li>• use diagrams and objects to identify sixths and tenths, identifying the parts as <math>\frac{1}{6}</math>, <math>\frac{2}{6}</math>, <math>\frac{3}{6}</math> etc, or <math>\frac{1}{10}</math>, <math>\frac{2}{10}</math> etc, and then to demonstrate that <math>\frac{1}{2}</math> is equal to <math>\frac{3}{6}</math></li> <li>• recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• solve more complex fraction problems</li> <li>• identify the digit after a decimal point as tenths</li> <li>• put <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> at appropriate places on a number line and <math>\frac{1}{3}</math>, with help</li> <li>• put <math>\frac{1}{3}</math> and <math>\frac{5}{7}</math> at the right place on a number line</li> </ul>
6 Properties of Shape (Geometry) Unit 9	<ul style="list-style-type: none"> <li>• draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>• recognise 3-D shapes in different orientations and describe them</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>• describe a square as having four sides that are the same length and that all four angles are right angles, with help</li> <li>• identify a square on a 5 by 5 square grid by referring to the row and column it is in, with support</li> <li>• identify mathematical concepts around the classroom eg: vertical, horizontal, parallel and perpendicular lines, spheres, cylinders with help</li> </ul>
7 Multiplication & Division (Unit 10)	<ul style="list-style-type: none"> <li>• write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• 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</li> </ul>
8 & 9 Multiplication & Division (Unit 12) 2 weeks	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• work out <math>60 \div 3</math> by <math>6 \div 3 \times 10 = 2 \times 10 = 20</math></li> </ul>
10 Measurement (time) Unit 11	<ul style="list-style-type: none"> <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</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</li> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul>
11 Statistics Unit 12	<ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• draw a bar chart to represent information</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</li> </ul>
12 Measurement (volume & capacity)	<ul style="list-style-type: none"> <li>• measure, compare, add and subtract volume/capacity (l/ml)</li> <li>• can solve number problems relating to capacity</li> </ul>



ALL SAINTS  
MULTI ACADEMY TRUST  
BIRMINGHAM

## Year 3 Maths Long Term Plan

Unit 10	
13 Measurement (mass) Unit 2	<ul style="list-style-type: none"><li>•measure, compare, add and subtract mass (kg/g)</li><li>•beginning to use a wider range of measures, including mixed units (eg: 1kg and 200g)</li><li>•can solve number problems relating to mass</li></ul>