

Year 3 Overview

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|-------------------------------------|--------|----------------------------------|-------------|------------------------------|--------|-------------------------------------|--------|--------|---------|---------------|---------------|
| Autumn | Number: Place Value | | Number: Addition and Subtraction | | | | Number: Multiplication and Division | | | | Measurement | |
| Spring | Number: Multiplication and Division | | | Measurement | | | Number: Fractions | | | | Consolidation | |
| Summer | Number: Fractions | | | | Geometry: Property of Shapes | | Measurement | | | | Statistics | Consolidation |

Year 3 Autumn Term

| Topic | National Curriculum Learning Objectives | Lesson | Lesson Learning Objective | Textbook Mapping |
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| | | | | Abacus |
| Number: Place Value | To identify, represent and estimate numbers using different representations. | 1 | To represent 3 digit numbers using physical resources such as Base 10. | Y3TB1 p13 |
| | | 2 | To partition 3 digit numbers and identify the value of a digit in a 3 digit number. | Y3TB1 p15 |
| | Read and write numbers up to 1000 in words and numerals. | 3 | To understand how to read and write numbers up to 1000 in words. | Y3TB1 p14 |
| | | 4 | To understand how to read and write numbers up to 1000 in numerals. | |
| | To compare and order numbers up to 1000. | 5 | To compare and order numbers up to 1000 using understanding of place value. | Y3TB1 p16, Y3TB2 p5 - 6, p48, p74 |
| | To find 10 or 100 more or less than a given number. | 6 | To find 10 more or less than a given number. | |
| | | 7 | To find 100 more or less than a given number. | |
| | Count from 0 in multiples of 50 and 100. | 8 | To count in multiples of 50 and 100 from 0 to 1000. | Y3TB2 p10 |
| | To solve number problems and practical problems using these ideas. | 9 | Application of understanding of place value. | |
| | | 10 | Assess | |
| Number: Addition and Subtraction | Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens; a three digit number and hundreds. | 1 | Mentally add a 1 digit number to a 3 digit number. | |
| | | 2 | Mentally add a 2 digit multiple of 10 to a 3 digit number. | Y3TB1 p17, Y3TB3 p7 |
| | | 3 | Mentally add a 3 digit multiple of 100 to a 3 digit number. | |
| | | 4 | Column addition of 2, 3 digit numbers without regrouping. | |
| | Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction. | 5 | Column addition of 2 numbers regrouping 1's. | |

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| | | | | Abacus |
| Number: Addition and Subtraction | Estimate the answer to a calculation and use inverse operations to check answers. | 6 | Column addition of 2 numbers regrouping 10's. | Y3TB2 p49, p51, p53, p55, p62, Y3TB3 p39, p41, p43 |
| | | 7 | Column addition of 2 numbers regrouping 100's. | |
| | | 8 | Using estimation to check calculations. | |
| | Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. | 9 | Mentally subtract a 1 digit number from a 3 digit number. | |
| | | 10 | Mentally subtract a 2 digit multiple of 10 from a 3 digit number. | Y3TB1 p17, p46, Y3TB3 p7 |
| | | 11 | Mentally subtract a 3 digit multiple of 100 to a 3 digit number. | Y3TB1 p47 |
| | | 12 | Column subtraction of 2 numbers without regrouping. | |
| | | 13 | Column subtraction of 2 numbers regrouping 1's. | |
| | | 14 | Column subtraction of 2 numbers regrouping 10's. | |
| | | 15 | Column subtraction of 2 numbers regrouping twice. | |
| | | 16 | Solve problems involving subtraction, estimating answer. | Y3TB2 p7, p82, Y3TB3 p58 - 59 |
| | | 17 | Application of understanding of addition and subtraction using estimation and the inverse to verify. | Y3TB1 p49, p65, p83, Y3TB2 p58, Y3TB3 p56 |
| | | 18 | Application of understanding of addition and subtraction using estimation and the inverse to verify. | Y3TB1 p92, p94, Y3TB2 p65, Y3TB3 p51 |
| | | 19 | Review | |
| | | 20 | Assess | |

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| | | | | Abacus |
| Number: Multiplication and Division | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. | 1 | Multiplying by 3 (times tables facts) | Y3TB1 p24, Y3TB3 p13 |
| | | 2 | Dividing by 3 (times tables facts) | Y3TB1 p24 |
| | | 3 | Multiplying and dividing by 3 understanding that multiplication is commutative whereas division is not. | |
| | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. | 4 | Multiplying by 4 (times tables facts) | Y3TB1 p23, Y3TB3 p13 |
| | | 5 | Dividing by 4 (times tables facts) | Y3TB1 p23 |
| | | 6 | Multiplying and dividing by 4 understanding that multiplication is commutative whereas division is not. | Y3TB1 p85 |
| | Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. | 7 | Multiplying by 8 (times tables facts) | Y3TB2 p14, Y3TB3 p14 |
| | | 8 | Dividing by 8 (times tables facts) | Y3TB2 p17 |
| | | 9 | Multiplying and dividing by 8 understanding that multiplication is commutative whereas division is not. | |
| | | 10 | Application of understanding of the 3 times table to worded questions. | |
| | | 11 | Application of understanding of the 4 times table to worded questions. | |
| | | 12 | Application of understanding of the 8 times table to worded questions. | |
| | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | 13 | Apply understanding of sets and groups to worded multiplication questions. | |
| | | 14 | Apply understanding of sets and groups to worded multiplication questions. | |
| | | 15 | Application of understanding of multiplication and division to worded questions. | Y3TB2 p13 |

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| | | | | Abacus |
| | Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | 16 | Application of understanding of multiplication and division to worded questions. | |
| | | 17 | To explore the concept of scaling. | Y3TB3 p16 |
| | | 18 | To investigate the skill of thinking systematically to find all the possible combinations of things. | |
| | | 19 | Review | |
| | | 20 | Assess | |
| Measurement | Measure, compare, add and subtract: lengths (m/cm/mm) | 1 | Measure lengths in cm and mm converting between the two. | Y3TB1 p69 |
| | | 2 | Measure lengths greater than 1m, writing answer in metres and cm. | |
| | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | 3 | Comparing different lengths. | Y3TB1 p71 |
| | | 4 | To investigate the relationship between different units of measure. | Y3TB1 p72 |
| | Measure the perimeter of simple 2D shapes. | 5 | Measure the perimeter of simple 2D shapes. | Y3TB3 p33, p67 |
| | | 6 | Measure the perimeter of simple 2D shapes. | Y3TB3 p34, p68 |
| | Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. | 7 | Draw shapes with a given perimeter. | |
| | | 8 | Calculate the perimeter of simple 2D shapes. | Y3TB3 p36, p55 |
| | | 9 | Review | |
| | | 10 | Assess | |