

**Roe Farm Primary School  
Year 3**

Autumn 1 <sup>st</sup> Half Term	Autumn 2 <sup>nd</sup> Half Term	Spring 1 <sup>st</sup> Half Term	Spring 2 <sup>nd</sup> Half Term	Summer 1 <sup>st</sup> Half Term	Summer 2 <sup>nd</sup> Half Term
<p><u><b>Number and Place Value</b></u></p> <p><u><b>Chapter 1 – Numbers to 1000</b></u> Counting in Hundreds To learn to count in hundreds and understand the place value. Pupils will also understand how many hundreds are needed to make 1000</p> <p>To compose and decompose numbers consisting of hundreds, tens and ones.</p> <p>To understand the value of each digit in a 3-digit number.</p> <p>To be able to compare and order numbers.</p>	<p><u><b>Multiplication and Division</b></u></p> <p><u><b>Chapter 3 – Multiplication and Division</b></u></p> <p>To Multiply by 3</p> <p>To multiply by 3 using relational properties.</p> <p>To Multiply by 4</p> <p>To multiply by 4 and 8.</p> <p>To multiply by 8; to use commutative law to multiply.</p> <p>To multiply by 8.</p> <p>To divide by 3.</p> <p>To divide by 4.</p>	<p><u><b>Measurement: Length</b></u></p> <p><u><b>Chapter 5 – Length</b></u></p> <p>To use metres and centimetres to measure objects.</p> <p>To write length in centimetres only by converting metres to centimetres.</p> <p>To convert kilometres to metres.</p> <p>To convert length from metres to kilometres and metres.</p> <p>To compare two lengths.</p> <p>To solve measurement-related word problems.</p>	<p><u><b>Measurement: Money</b></u></p> <p><u><b>Chapter 8 – Money</b></u></p> <p>To consolidate previous learning about denominations of both notes and coins; to use simple addition to count amounts of money.</p> <p>To name amounts of money including coins above 100p; to regroup and rename 100p as £1 as a key strategy.</p> <p>To find multiple ways of showing an amount of money.</p> <p>To add money by adding together the pounds and pence separately</p>	<p><u><b>Statistics: Picture Graphs and Bar Graphs</b></u></p> <p><u><b>Chapter 10 – Picture Graphs and Bar Graphs</b></u></p> <p>To construct picture graphs from a set of data; to present data with pictures that represent more than one item.</p> <p>To construct bar graphs from a set of data; to use proportion to reflect precise difference in quantity.</p> <p>To read and interpret information from a bar graph; to use and understand vocabulary related to bar graphs.</p>	<p><u><b>Geometry</b></u></p> <p><u><b>Chapter 12 – Angles</b></u></p> <p>To learn what makes an angle and identify angles in objects.</p> <p>To see angles on the inside and outside of objects; to find angles in letters.</p> <p>To find angles in shapes; to determine the relationship between the number of angles in a shape and the number of sides.</p> <p>To find right angles in everyday objects; to understand what makes a right angle.</p>

<p>To be able to count in fifties.</p> <p>To recognise, describe and continue a number pattern.</p> <p>To be able to recognise, describe and complete more complicated number patterns.</p> <p>To be able to count in fours and eights</p> <p><u><a href="#">Addition and Subtraction</a></u></p> <p><b><u>Chapter 2 – Addition and Subtraction</u></b></p> <p>To understand the commutative law of addition and the corresponding addition and subtraction facts.</p> <p>To add a 3-digit number to a 1-digit number with no</p>	<p>To find relationships between multiplication and division.</p> <p>To divide by 4 and 8.</p> <p>To solve word problems with multiplication</p> <p>To solve word problems that involve division.</p> <p>To solve more word problems involving multiplication and division using the bar model heuristic.</p> <p>To solve problems using a variety of strategies.</p> <p><u><a href="#">Further Multiplication and Division</a></u></p> <p><b><u>Chapter 4 – Further Multiplication and Division</u></b></p>	<p>To solve other word problems.</p> <p>To solve word problems further, involving multiplication.</p> <p>To solve word problems associated with length using division.</p> <p>To solve more challenging word problems.</p> <p><b><u>Measurement: Mass</u></b></p> <p><b><u>Chapter 6 – Mass</u></b></p> <p>To measure mass using weighing scales and compare the mass of objects using grams and kilograms.</p> <p>To use weighing scales to measure mass when the mass is between multiples of 100 g.</p>	<p>To add amounts of money together using different methods; to consolidate the addition of pounds and pence separately.</p> <p>To consolidate 'making a pound' as a strategy for adding amounts of money where the coins equal more than 99p</p> <p>To learn the 'make a pound' strategy with number bond diagrams; to consolidate the strategies associated with the addition of money.</p> <p>To use multiple methods for subtracting amounts of money, including concrete materials and the column method.</p> <p>To use visual comparison to</p>	<p>To read bar graphs where the scale is not a multiple of all quantities measured.</p> <p>To read bar graphs where the scale is made up of larger increments.</p> <p><u><a href="#">Fractions, Decimals and Percentages: Fractions</a></u></p> <p><b><u>Chapter 11 – Fractions</u></b></p> <p>To count in tenths; to recognise tenths and be able to determine how many tenths are shaded.</p> <p>To make number pairs to create 1; to combine fractions to make 1.</p> <p>To add fractions with the same denominator</p> <p>To consolidate adding fractions with the</p>	<p>To compare angles using the terms 'right' angle and 'acute' angle; to identify acute angles as smaller angles than right angles.</p> <p>To identify right angles and acute angles; to recognise and define an obtuse angle.</p> <p>To make turns using angles vocabulary; to align the language of angles and fractions to describe turns.</p> <p><b><u>Chapter 13 – Lines and Shapes</u></b></p> <p>To identify, define and create perpendicular lines; to find perpendicular lines in everyday objects.</p> <p>To identify, define and create parallel lines; to find parallel lines in everyday objects.</p>
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<p>regrouping or renaming.</p> <p>To add a 3-digit number to a multiple of 10 (2-digit number) without regrouping or renaming.</p> <p>To add multiples of 100 to a 3-digit number without regrouping or renaming.</p> <p>To add two 3-digit numbers without regrouping or renaming; introduction of the column method of addition.</p> <p>To add a 3-digit number to a 1-digit number, with renaming.</p> <p>To add with renaming in tens.</p> <p>To add two 3-digit numbers with renaming the ones</p>	<p>To multiply multiples of 10 by a 1-digit number.</p> <p>To multiply any 2-digit number by a 1-digit number.</p> <p>To multiply more 2-digit numbers</p> <p>To multiply with regrouping.</p> <p>To understand simple division of a 2-digit number by a 1-digit number</p> <p>To divide where there is a need to regroup</p> <p>To use long division to divide.</p> <p>To solve word problems that involve multiplication.</p> <p>To solve word problems involving division</p>	<p>To read values on a scale which are 1 kg or more.</p> <p>To weigh heavier items where the markers in the scales represent 200 g each.</p> <p>To solve word problems relating to mass with addition and subtraction.</p> <p>To solve word problems relating to mass using multiplication.</p> <p>To solve word problems relating to mass using division.</p> <p><b><u>Measurement:</u></b> <b><u>Volume</u></b></p> <p><b><u>Chapter 7 – Volume</u></b></p> <p>To measure volume in millilitres.</p> <p>To measure capacity in millilitres.</p>	<p>subtract amounts of money; to consolidate column subtraction where there is no regrouping of pence required.</p> <p>To use number bonds to subtract amounts of money; to develop number sense through decision making.</p> <p>To use number bonds as the primary strategy for subtracting amounts of money; to split pounds and pence simultaneously when subtracting amounts of money.</p> <p>To learn the ‘counting on’ strategy for calculating change; to consolidate the number bonds strategy for calculating change.</p> <p>To solve word problems involving money using bar</p>	<p>same name; to learn how fractions can add to 1.</p> <p>To subtract fractions with the same name.</p> <p>To find equivalent fractions through paper folding and shading.</p> <p>To find equivalent fractions; to place fractions on a number line.</p> <p>To find fractions equivalent to <math>\frac{1}{2}</math>; to use pictorial representations and multiplication to show equivalence.</p> <p>To find equivalent fractions using concrete objects and pictorial representations.</p> <p>To find equivalent fractions using pictorial</p>	<p>To define and identify vertical and horizontal lines; to find vertical and horizontal lines in everyday life.</p> <p>To describe 2-D shapes using familiar vocabulary about lines and angles.</p> <p>To draw 2-D shapes in proportion to their size; to identify how big a shape is.</p> <p>To create 3-D shapes out of nets; to use vocabulary related to 3-D shapes and their properties.</p> <p>To construct 3-D shapes out of clay and discuss their properties.</p> <p>To describe 3-D shapes using familiar terms; to identify properties of 3-D shapes.</p>
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<p>To add two 3-digit numbers with renaming the tens.</p> <p>To add with renaming in ones and tens.</p> <p>To do simple subtraction by taking away a 1-digit number from a 2-digit number without renaming.</p> <p>To do simple subtraction by taking away a 1-digit number from a 3-digit number without renaming.</p> <p>To subtract multiples of 10, up to 90, from a 3-digit number.</p> <p>To subtract hundreds from a 3-digit number and to subtract multiples of 1 and 10 from a 3-digit number.</p> <p>To understand simple subtraction of a 3-digit number by another 3-</p>	<p>To solve more challenging word problems.</p>	<p>To measure volume using millilitres and litres.</p> <p>To measure volume in millilitres and litres from a 'homemade' bottle with markings.</p> <p>To measure volume using millilitres and litres in comparison to 1 l.</p> <p>To measure larger capacity in litres and millilitres.</p> <p>To solve basic word problems related to volume.</p> <p>To solve word problems through division.</p> <p>To solve two-step word problems</p>	<p>modelling as the key strategy; to learn how to use comparative models where pupils are solving by seeing the smaller amount inside of the larger amount.</p> <p>To use part-whole bar models to represent word problems; to apply addition and subtraction strategies to solve word problems</p> <p><b>Measurement: Time</b></p> <p><b>Chapter 9 – Time</b></p> <p>To use the terms 'a.m.' and 'p.m.' correctly to identify morning or afternoon/evening.</p> <p>To learn to tell time to the minute; to understand the relationship between the minute hand and hour hand.</p>	<p>representations and multiplication.</p> <p>To find the simplest fraction using visualisation and concrete materials.</p> <p>To find the simplest fraction using pictorial representations and division</p> <p>To find equivalent fractions using multiplication and division; to determine whether or not a fraction is equivalent.</p> <p>To compare the fractions <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> using pictorial representations and concrete materials</p> <p>To compare fractions using pictorial representations; to understand the numerical nature of the numerator.</p>	<p><b>Measurement: Perimeter of Figures</b></p> <p><b>Chapter 14 – Perimeter of Figures</b></p> <p>To determine the perimeter of basic shapes; to use grid paper to measure the perimeter of a shape.</p> <p>To measure the perimeter of a shape using 1 cm grid paper.</p> <p>To determine the perimeter of different shapes; to create shapes with a specific perimeter</p> <p>To find the perimeter of shapes using 2 cm grids; to identify mistakes in others' work.</p> <p>To calculate the perimeter of a shape using a ruler to measure the side lengths.</p>
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<p>digit number using the column method.</p> <p>To subtract with renaming in tens and ones.</p> <p>To subtract with renaming hundreds.</p> <p>To subtract with regrouping tens and hundreds</p> <p>To subtract a 3-digit number with zeros.</p> <p>To solve addition and subtraction problems using the bar model.</p> <p>To use the bar model to solve problems.</p> <p>To solve complicated problems involving addition and subtraction using a comparative bar model heuristic.</p> <p>To solve more complicated problems</p>			<p>To consolidate and apply a variety of vocabulary used to express the time.</p> <p>To compare analogue and digital time; to represent time using both analogue and digital methods.</p> <p>To tell time before the hour using the hour and minute hands.</p> <p>To learn to tell time using 24-hour notation; to use analogue time and 24-hour notation interchangeably</p> <p>To tell the time on an analogue clock using Roman numerals.</p> <p>To measure time in seconds and milliseconds.</p> <p>To measure time in seconds using a stopwatch; to</p>	<p>To compare fractions with different names (denominators) using pictorial representations and number lines.</p> <p>To add fractions using pictorial representations; to simplify fractions after adding them.</p> <p>To subtract fractions using pictorial representations; to simplify fractions after they have been subtracted.</p> <p>To subtract fractions from a whole amount; to use pictorial representations of whole numbers to help subtract fractions.</p> <p>To determine a fraction of a whole number using pictorial representations.</p>	<p>To calculate the perimeter of a rectangle using multiplication and addition</p> <p>To calculate the perimeter of a square using addition and multiplication; to calculate the perimeter of rectangles and irregular shapes by adding up the length of each side.</p> <p>To consolidate learning about perimeter using practical word problems; to calculate the perimeter of a rectangle using properties of shapes.</p> <p>To calculate the perimeter of a square and a rectangle using information previously learned about the properties of shapes.</p>
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<p>involving addition and subtraction using a comparative bar model heuristic.</p>			<p>consolidate previous learning about seconds</p> <p>To consolidate measuring time in seconds; to conduct a time experiment using seconds.</p> <p>To measure time in hours using an analogue clock.</p> <p>To measure time in hours using analogue clocks and timelines; to count backwards in time by the hour.</p> <p>To measure the passage of time in minutes using an analogue clock and a timeline.</p> <p>To measure time to the minute when it crosses into the next hour; to use number bonds to calculate the passage of time.</p>	<p>To find a fraction of a whole number using pictorial representations, multiplication and concrete objects.</p> <p>To consolidate finding the fraction of a whole number.</p> <p>To divide 1 between more than 1; to share 1 whole equally between more than 1.</p> <p>To share more than 1 using pictorial representations and division</p> <p>To share more than 1; to recognise a whole and its parts using pictures and number lines.</p> <p>To show more than 1 whole after sharing a number of items equally; to use pictorial representations to</p>	<p>To calculate the perimeter of a rectangle when a square piece has been removed; to determine the lengths of sides that are not marked based on information about the piece removed.</p>
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