Poulton Lancelyn

Maths

Long Term Plan

Y3

2023/24

	W1- Number: Number and Place Value	W2 -Number: Number and Place Value	W3 – Number: Number and Place Value	W4 – Number: Number and Place Value	W5 – Number: Addition and Subtraction	W6 – Number: Addition and Subtraction	W7 – Number: Addition and Subtraction	
A1	**Recap Year 2:** Recognise the place value of each digit in a two-digit number (tens, ones) **Year 3:** Compare and order numbers up to 1,000 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers using different representations, including the number line Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s) Identify, represent and estimate numbers using different representations, including the number line	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s) Identify, represent and estimate numbers using different representations, including the number line Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Compare and order numbers up to 1,000	Recognise the place value of each digit in a three-digit number (100s, 10s, 1s) Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Compare and order numbers up to 1,000 **Recap Year 2:** Recognise the place value of each digit in a two-digit number (10s, 1s) **Year 3:** Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar 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 Add and subtract numbers with up to three digits, using formal written methods of columnar 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 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	
Ready to Progress	3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. 3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.				3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).			
	W1 – Number: Addition and Subtraction	W2 – Number: Addition and Subtraction	W3 – Number: Addition and Subtraction	W4 – Number: Addition and Subtraction	W5 – Number: Multiplication and Division	W6 – Number: Multiplication and Division	W7 - Number: Multiplication and Division	Week 8 - Number: Multiplication and Division
A2	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Add and subtract numbers mentally, including: a three-digit number and	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for	

	Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds	ones, a three-digit number and tens, a three-digit number and hundreds	number and tens, a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers		digit numbers, using mental and progressing to formal written methods Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	numbers, using mental and progressing to formal written methods Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	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	
Ready to Progress	3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3AS–1 Calculate complements to 100. 3AS–2 Add and subtract up to three-digit numbers using columnar methods. 3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.				3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.		3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	
	W1 – Number: Multiplication and Division	W2 – Number: Multiplication and Division	W3 – Number: Multiplication and Division	W4 – Number: Multiplication and Division	W5 – Number: Multiplication and Division	W6 – Number: Multiplication and Division		
Sp1	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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	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 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	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 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	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 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	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 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		

						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		
Ready to Progress	3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.		3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).					
	W1 – Measurement: Length and Perimeter	W2 - Measurement: Length and Perimeter	W3 – Number: Fractions	W4 – Number: Fractions	W5 – Measurement: Mass			
Sp2	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2D shapes	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Compare and order unit fractions, and fractions with the same denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)			
Ready to Progress			3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–3 Reason about the location of any fraction within 1 in the linear number system.					
	W1 – Measurement: Mass Measurement: Capacity	W2 – Measurement: Capacity	W3 – Number: Fractions	W4 - Number: Fractions	W5 – Measurement: Money	W6- Measurement: Time **NTS assessments**		
Su1	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g);	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]	Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		

	volume/capacity (l/ml)							
Ready to Progress			3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). 3F–4 Add and subtract fractions with the same denominator, within 1.					
	W1 – Measurement: Time	W2 – Measurement: Time	W3 – Geometry: Turns and Angles	W4 – Geometry: Turns and Angles	W5 – Statistics	W6 – Statistics	W7 – Fluency consolidation	W8 - Fluency
Su 2	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 terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	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, am/pm, morning, afternoon, noon and midnight Compare durations of events [for example to calculate the time taken by particular events or tasks]	Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	Interpret and present data using bar charts, pictograms and tables 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	Interpret and present data using bar charts, pictograms and tables 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		
Ready to Progress			3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.					

Ready-to-progress criteria

Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
Know that 10 ones are equivalent to 1 ten, and that 40 (for example) can be composed from 40 ones or 4 tens. Know how many tens there are in multiples of 10 up to 100.	3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	Solve multiplication problems that that involve a scaling structure, such as 'ten times as long'.
Recognise the place value of each digit in *two*-digit numbers, and compose and decompose *two*-digit numbers using standard and non-standard partitioning.	3NPV–2 Recognise the place value of each digit in *three*-digit numbers, and compose and decompose *three*-digit numbers using standard and non-standard partitioning.	Compare and order numbers. Add and subtract using mental and formal written methods.
Reason about the location of any *two*-digit number in the linear number system, including identifying the previous and next multiple of 10.	3NPV–3 Reason about the location of any *three*-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	Compare and order numbers. Estimate and approximate to the nearest multiple of 1,000, 100 or 10.
Count in multiples of 2, 5 and 10.	3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	Read scales on graphs and measuring instruments.

Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
Add and subtract across 10, for example: $8+5=13$ $13-5=8$	3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Add and subtract mentally where digits sum to more than 10, for example: $26+37=63$ Add and subtract across other powers of 10, without written methods, for example: $1.3-0.4=0.9$ Add within a column during columnar addition when the column sums to more than 10 (regrouping), for example, for: $12\mathbf{6}+14\mathbf{8}$ Subtract within a column during columnar subtraction when the minuend of the column is smaller than the subtrahend (exchanging), for example, for: $45\mathbf{3}-12\mathbf{4}$
Calculate products within the 2, 5 and 10 multiplication tables.	3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	Use multiplication facts during application of formal written layout. Use division facts during short division and long division.
Automatically recall addition and subtraction facts within 10, and across 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten.	3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10), for example: 80 + 60 = 140 140 − 60 = 80 30 × 4 = 120 120 ÷ 4 = 30	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), for example: 8 + 6 = 14 and 14 − 6 = 8 so 800 + 600 = 1,400 1,400 − 600 = 800 3 × 4 = 12 and 12 ÷ 4 = 3 so 300 × 4 = 1,200 1,200 ÷ 4 = 300

Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
Automatically recall number bonds to 9 and to 10. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.	3AS–1 Calculate complements to 100, for example: $46 + ? = 100$	Calculate complements to other numbers, particularly powers of 10. Calculate how much change is due when paying for an item.
Automatically recall addition and subtraction facts within 10 and across 10. Recognise the place value of each digit in two- and three-digit numbers. Know that 10 ones are equivalent to 1 ten, and 10 tens are equivalent to 1 hundred.	3AS–2 Add and subtract up to three-digit numbers using columnar methods.	Add and subtract other numbers, including four-digits and above, and decimals, using columnar methods.
Have experience with the commutative property of addition, for example, have recognised that $3 + 2$ and $2 + 3$ have the same sum. Be able to write an equation in different ways, for example, $2 + 3 = 5$ and $5 = 2 + 3$ Write equations to represent addition and subtraction contexts.	3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.	All future additive reasoning.
Recognise repeated addition contexts and represent them with multiplication equations. Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	

Year 2 conceptual prerequisite	Year 3 ready-to-progress criteria	Future applications
	3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Use unit fractions as the basis to understand non-unit fractions, improper fractions and mixed numbers, for example: $\frac{2}{5}$ is 2 one-fifths $\frac{6}{5}$ is 6 one-fifths, so $\frac{6}{5} = 1\frac{1}{5}$
	3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Apply knowledge of unit fractions to non-unit fractions.
Reason about the location of whole numbers in the linear number system.	3F–3 Reason about the location of any fraction within 1 in the linear number system.	Compare and order fractions.
Automatically recall addition and subtraction facts within 10. Unitise in tens: understand that 10 can be thought of as a single unit of 1 ten, and that these units can be added and subtracted.	3F–4 Add and subtract fractions with the same denominator, within 1.	Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
Recognise standard and non-standard examples of 2D shapes presented in different orientations. Identify similar shapes.	3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	Compare angles. Estimate and measure angles in degrees.
Compose 2D shapes from smaller shapes to match an exemplar, rotating and turning over shapes to place them in specific orientations.	3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Find the area or volume of a compound shape by decomposing into constituent shapes. Find the perimeter of regular and irregular polygons.